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ABSTRACT

This curriculum guide on living environments is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat); five suggested program goals (e.g., the student will be able to evaluate the impact of environments on people); sixty-seven suggested course goals (e.g., the student will be able to identify the essential ingredients in the environment that affect individual and family well-being); and over 650 suggested learning experiences (e.g., collect newspaper articles related to a current environmental issue, identify effects of possible solutions, and relate the advantages and disadvantages in class. Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

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LIVING ENVIRONMENTS

Verne A. Duncan
State Superintendent of Public Instruction
Oregon Department of Education
Salem, Oregon 97310
1978

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FOREWORD

This publication is one of five SUGGESTED to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become another emphasis in teacher responsibility. Thus each of the five publications will include an emphasis on related careers in home economics. Hopefully the SUGGESTED learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of *all* students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncan
State Superintendent of
Public Instruction

ACKNOWLEDGMENTS

Thanks go to many individuals who helped develop this publication.

Ron Olson, Career Education Coordinator, Coos County IED, facilitated funding for statewide inservice workshops for teachers. Some 100 teachers worked at sessions during fall 1976 in Eugene, LaGrande, Medford, Portland and Woodburn. Krista Six, Gresham High School, and Zena Feller, Canby High School, consolidated ideas from the workshops. Then a few returned to revise materials at a workshop in June 1977 at Oregon State University:

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Kathy Bond	Free Lance Home Economist (Salem)
Julie Church	West Linn High School
Zena Feller	Canby High School
Jan Fisher	Ontario High School
Joy Groshong	McKenzie River High School (Finn Rock)
Kris Gunson	Central Linn High School (Halsey)
Cindy Johnston	Walker Junior High School (Salem)
Marilyn Peterson	Tigard High School
Krista Six	Gresham High School

Sharon Wallace, Home Economics Education, Oregon State University, served as project director for the inservice workshops and for writing this guide. Wendy Lofgren, a graduate assistant at OSU, helped Sharon. Helen Cornelius, Hamlin Junior High School (Springfield), served as subject matter consultant to the inservice sessions and reviewed the guide. Elizabeth Hay, Professor and Head, Home Economics Education, The Pennsylvania State University, served as curriculum consultant.

During the 1976-77 school year, the following were members of the State Curriculum Steering Committee:

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Rosena Feller, Secretary	Canby High School
Ruth Hockersmith	Medford Senior High School
Linda McKenzie	South Albany High School
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Krista Six	Gresham High School
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INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society, influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective for today's families as for tomorrow's, provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

delineating content areas for home economics.

communicating potential outcomes of home economics to students, faculty, parents and other community members.

planning and administering local home economics programs.

assessing and evaluating local home economics programs.

The six SUGGESTED district goals below* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. *(Individual & Family Resource Management)*

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. *(Nutrition & Foods)*

Students will be able to make textile and clothing decisions which meet individual and family needs. *(Textiles & Clothing)*

Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat. *(Living Environments)*

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. *(Human Development & the Family)*

Students will be able to qualify for the occupation of homemaking and other home economics-related careers.

This guide, then, unfolds SUGGESTED program goals (five of them) and SUGGESTED course goals (67 of them) for realizing the fourth SUGGESTED district goal above. On the next two pages is an outline of these goals. The SUGGESTED learning experiences (over 650 of them) thus merely *may* be ways to realize 67 course goals, five program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

*These are the same "SUGGESTED GOALS" used as program goals on page 57 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

LIVING ENVIRONMENTS

District Goal Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat.

page

Program Goal The student will be able to evaluate the impact of environments on people. 7

Course Goals The student will be able to

identify the essential ingredients in the environment that affect individual and family well-being. 9

describe aesthetic qualities in living environments. 11

describe the impact of surroundings on individuals and groups. 12

identify structures planned in harmony with the natural environment. 14

identify housing and other structures as modifications of the environment. 15

relate selected historical and contemporary designs to the environment. 16

determine ways the environment affects housing and is likely to affect housing in the future. 17

identify art principles that form the basis of all design (e.g., harmony, rhythm, proportion, balance, emphasis). 18

identify the elements of design used in creating functional environments (e.g., line, form, texture, space, color). 19

determine differing uses of design elements and art principles in organizing interior space. 20

design interior and exterior environments using the design elements and art principles. 21

Program Goal The student will be able to use knowledge of human needs and functions of homes to create optimum living environments. 23

Course Goals The student will be able to

identify individual needs (social, emotional, intellectual, economical, physical) that can be met through functional housing and home furnishings. 25

determine the role of values in creating functional environments. 27

identify lifestyles that affect housing choices. 28

identify cultural factors that influence housing choices. 29

adapt housing and furnishings to fit individual and family needs throughout the life cycle. 30

identify period architectural styles which are a creative and aesthetic influence on housing and the environment. 31

identify historical events that have influenced the development of housing. 32

determine technological advances that have influenced the nature and quality of living environments. 33

identify past and present trends in designing and furnishing interior and exterior space. 34

identify types of furnishings and accessories available for designing interior space. 35

relate concepts of personal space to physiological, psychological and social needs of individuals and families. 37

interpret plans for housing. 38

determine basic principles of storage when meeting individual and family housing needs. 39

arrange furniture to meet the needs of individuals and families. 40

create functional interiors to meet given needs. 41

plan a functional and aesthetic landscape. 42

Program Goal The student will be able to formulate plans compatible with the goal of an optimum living environment. 43

Course Goals The student will be able to

identify the relationship between world housing patterns and U.S. housing patterns. 45

determine the positive and negative effects of urbanization in creating an optimum living environment. 46

assess the effect that overpopulation has on people and their living environments. 47

describe the aesthetic relationship between housing and the environment. 48

explain how housing decisions people make affect others. 49

determine the effect of housing trends on the environment. 50

identify sources of information that can be used in making decisions to preserve and protect the environment. 51

identify the role of planning groups in creating optimum living environments. 52

assess the effect of citizen action in promoting the goals of an optimum living environment. 53

formulate plans that can be used to protect and preserve the environment. 54

judge the relative safety of different living environments. 55

determine safety procedures in the home. 56

Program Goal The student will be able to summarize information needed to make responsible consumer housing decisions. 57

Course Goals The student will be able to

identify the role of government in housing. 59

determine the role of public policy in relation to housing quality. 60

identify the reasons for the success or failure of programs designed to improve housing conditions. 61

interpret the relationships among the selection of housing and values, lifestyles, resources and stages in the family life cycle. 62

identify housing types which meet the needs of specific individuals and families. 63

identify societal influences which affect housing choices. 64

identify environmental influences (e.g., geographic, climatic) which affect housing choices. 65

identify the economic influences which affect housing choices and the environment. 66

identify types of services and sources of information available to the consumer in selecting a livable environment. 68

identify types of services and sources of information available to the consumer in making housing transactions. 69

identify rights and responsibilities of landlords, tenants, sellers and home buyers. 70

use guidelines for home buyers, sellers and renters in making housing decisions. 71

identify factors affecting the financing of a home. 72

identify types of insurance available to protect the homeowner and renter. 73

apply guidelines of personal and family resource management to housing and home furnishings. 74

use resource information for selection and maintenance of home furnishings. 75

select, use and care for interior furnishings and accessories. 76

utilize resource information in the selection, use and care of household equipment. 78

select, use and care for household equipment. 79

choose and care for major interior surface finishes. 80

identify the differing environmental impacts of decisions made when using and caring for selected home furnishings and equipment. 81

determine the influence of time, energy, money and ability in making, buying, repairing or renovating home furnishings, accessories and household equipment. 82

Program Goal The student will be able to carry out the occupation of homemaking or pursuing a home economics-related career. 83

Course Goals The student will be able to

identify types of jobs related to creating and maintaining livable environments. 85

identify the economic and employment trends related to jobs in creating and maintaining optimum living. 86

determine interests and attitudes necessary for employment in jobs related to living environments. 87

describe the abilities and skills necessary to pursue a career in the area of creating and maintaining living environments. 88

describe training requirements for jobs related to creating and maintaining optimum living environments. 89

determine alternatives for securing training needed for occupations in the area of living environments. 90

Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to understand the environmental impact of housing upon society and culture when creating and managing a livable habitat.

To use the guide in developing a course, teachers may find the following procedure helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.

2. Select appropriate program and course goals.

3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.

4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.

5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 93.

6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

   Paper and Pencil Tests

   Essay tests

   Objective tests–supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

   Nontest Means

   Observational devices (e.g., checklists, rating scales, scorecards)

   Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

   Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

   Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

   Conferences

GOAL-BASED PLANNING FOR HOME ECONOMICS

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (*not* competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the home economics teachers think a student ought to get out of Living Environments and how is that to relate to Program Goals?

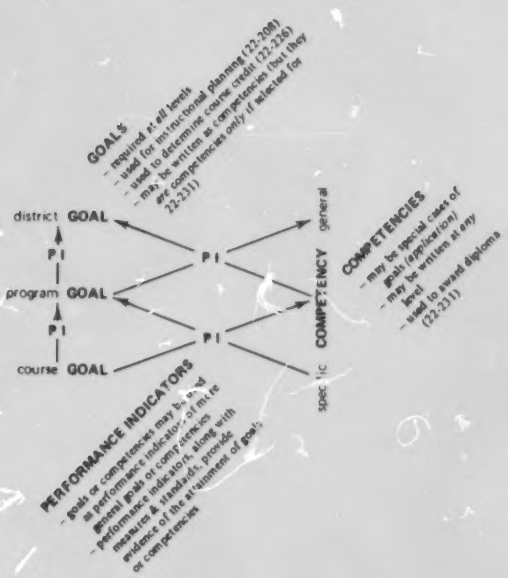
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of GOALS, *goals local districts themselves write.* District assess whether students get diplomas by means of COMPETENCY, CREDIT and ATTENDANCE, *requirements local districts themselves fix minimums for.*

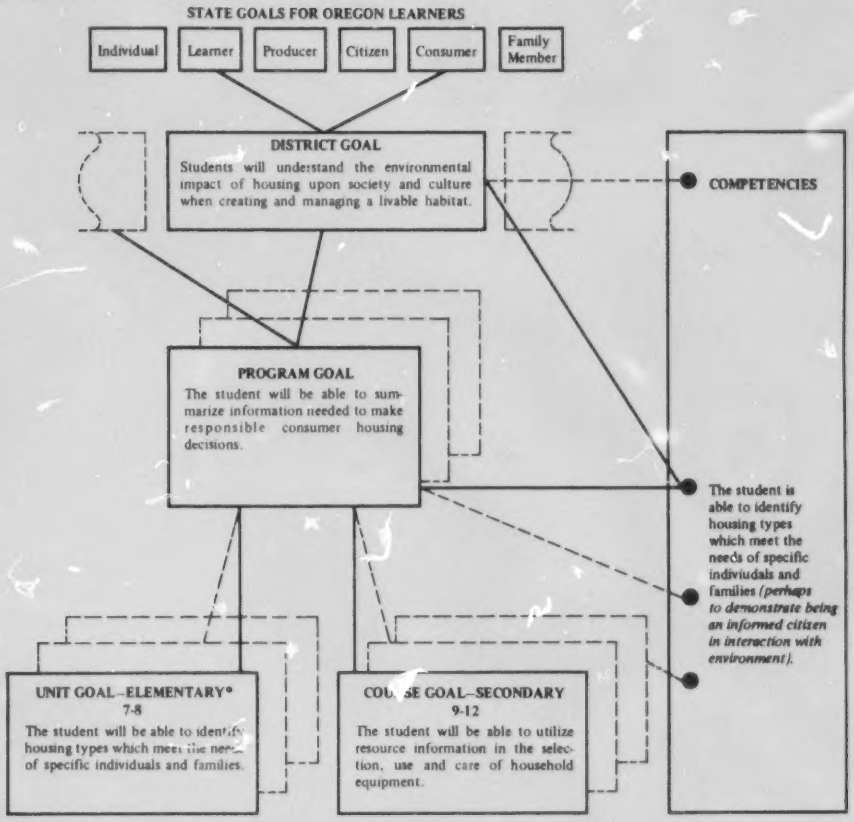
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit.* For students, it means having demonstrated they can likely APPLY outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof ALL students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for APPLYING skills and information ACQUIRED from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement ALL students must demonstrate. If only SOME must—say, only those who take Living Environments—the statement is NOT a competency in Oregon. Waivers aside, ALL students must demonstrate ALL competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.


GOALS
- required at all levels
- used for instructional planning (22-208)
- used to determine course credit (22-226)
- may be written as competencies (but they are competencies only if selected for 22-231)
district GOAL
PI
program GOAL
PI
course GOAL
PI
PI
PI
COMPETENCY
general
spec ific
COMPETENCIES
- may be special cases of goals (application)
- may be written at any level
- used to award diploma (22-231)
PERFORMANCE INDICATORS
- goals or competencies may be used as performance indicators of more general goals or competencies
- performance indicators & standards provide measures & standards, along with evidence of the attainment of goals or competencies

For example, in home economics:


STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
DISTRICT GOAL
Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat.
COMPETENCIES
PROGRAM GOAL
The student will be able to summarize information needed to make responsible consumer housing decisions.
The student is able to identify housing types which meet the needs of specific individuals and families (perhaps to demonstrate being an informed citizen in interaction with environment).
UNIT GOAL–ELEMENTARY*
7-8
The student will be able to identify housing types which meet the needs of specific individuals and families.
COURSE GOAL–SECONDARY
9-12
The student will be able to utilize resource information in the selection, use and care of household equipment.

*The term *unit goal* is used at the elementary level in lieu of *course goal*, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next five sections of this guide unfold SUGGESTED learning experiences as ways to realize 67 SUGGESTED course goals, five SUGGESTED program goals and one SUGGESTED district goal for LIVING ENVIRONMENTS.

SUGGESTED PROGRAM GOAL

The student will be able to evaluate the impact of environments on people.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify the essential ingredients in the environment that affect individual and family well-being.*

LEARNING EXPERIENCES	RESOURCES
Define the word "environment" as you see it personally. Compare your definition with those given by your classmates and with those found in dictionaries and other reference books. Formulate a comprehensive definition of "environment" based on what you learned.	173 59
View slides of dwelling interiors, exteriors and surroundings contrasting "visual noise" and "planned beauty." Note the difference in impact. Identify the elements which account for the differences.	283 121
View *Toward a Quality of Life.* Using a round robin technique, identify the effects of environments on people.	276
Construct a visual (e.g., collage, drawing, symbol, word diagram) illustrating environmental ingredients which affect one's personal feelings (e.g., vision, noise, smell, lighting, ventilation, space). Label and post on the bulletin board.	147
Arrange the classroom so that traffic patterns, lighting and ventilation are poor. Create noisy or irritating sound conditions. Tape record comments of individuals entering the room. Listen to the tape and identify factors to consider when creating a functional environment.	157
Create a pictorial collage representing ingredients of a functional environment. As collages are presented, compile lists of components thought necessary for a functional environment (e.g., use of space, mode of transportation, production of water and food, use of air). Compare generated lists.	
Working in groups of four or five students, identify ingredients in the environment that affect individual and family well-being. React to statements such as: Separation of adults from active participation in the lives of children can contribute to alienation, indifference, antagonism and violence on the part of the younger generation in all segments of society. Excess noise not only affects the nervous, endocrine and reproductive systems, but it may damage unborn children. Overcrowded homes that do not provide for privacy can force family members to go outside the home to fulfill this need. There is a threshold beyond which interaction is unendurable. How individuals are able to regulate and control the way they relate to others has a decided effect on sanity. Buildings can be screens or containers for people. If the need to be creative is not met, it can cause severe emotional disability.	
Compare group reactions.	
View slides showing contrasts in elements affecting environmental quality (e.g., dull vs. bright color, confusion vs. order, unplanned vs. planned use of space, improper vs. proper lighting, polluted vs. unpolluted natural resources). Discuss elements which account for the differences.	
View *Cities and Suburbs: Center or Spread City*; *Environment: How Fine a Place?*; *Pollution Is a Matter of Choice* or *Populations.* Identify environmental factors which affect individual and family well-being.	204 216
Having identified an environmental problem (e.g., air pollution, water pollution, overpopulation), research the effect this problem has on the individual's or family's well-being. Share findings in a class discussion.	230 231
Collect newspaper articles related to a current environmental issue. Identify effects of possible solutions. Debate the advantages and disadvantages in class. Examples: A faster flying plane which makes extremely loud noise. Using an insecticide which could cause illness but could save much needed timberland. Using a water purifier which may result in the deaths of thousands of fish.	

Write a short paragraph or sentence beginning with one of the following sentences:

My room makes me feel . . . .
My home gives me the feeling of . . . .
My neighborhood develops feelings of . . . .

Include a specific description of those environmental factors responsible for the feelings you have. Share examples in class.

In small groups, conduct a survey in a specific section of your community. Investigate factors such as why you choose to live there and how well your home and its location meet your needs. Report findings in class.

SUGGESTED COURSE GOAL *The student will be able to describe aesthetic qualities in living environments.*

LEARNING EXPERIENCES	RESOURCES
View "What Is Beauty?" in *Homes Are for People.* Complete the individual worksheet included. As a class, discuss questions presented on the worksheet and in the filmstrip.	92 164
For one day, keep a diary of the feeling each of your classrooms gives you. Analyze why you feel as you do, taking into consideration factors such as texture, sound, color and odor. Compare feelings with others in class.	
Using a notebook or journal, describe what is seen from each of the windows you have an opportunity to look through during a day. Include descriptions of scenes observed, whether the views were pleasant or unpleasant, and reasons for your judgments.	
Take a field trip through the community to identify aesthetically pleasing or unpleasing structures. List features which specifically make the structures more attractive, noting characteristics which retain the quality of the natural environment.	
Plan a picture-taking trip around your local community. Take pictures of those aspects observed that contribute to the aesthetic quality of one's living environment. Have the photography department develop the pictures. Share the pictures and summarize the characteristics they illustrate.	
View a series of slides including pictures of local housing as well as photos from national decorator magazines. As a class, discuss the aesthetically pleasing and unpleasing features of each slide.	123 124 31 122
Using transparencies of five different home styles placed in various environmental settings (e.g., city, country, suburb, mountains, beach), evaluate the aesthetic appropriateness of each.	
Read at least two poems on beauty. Select a photo or picture which you feel expresses the intent of each poem. As a class, discuss the relationship between aesthetic quality and one's feelings.	
Look at a picture series of living environments (e.g., urban industrial development, urban housing, suburban housing, country living, room interiors). After studying each picture for a few minutes, jot down what you remember about the appearance and the feeling each produced. Look at the pictures again and summarize the characteristics responsible for the particular feelings you had. Share perceptions in class.	
View *Cities and Beauty: Cities Can Be Beautiful* and relate it to your own city or community. Discuss how standards of beauty often vary from one person to another. Illustrate by summarizing personal preferences regarding natural sites of beauty in the community or man-made structures in the city which are aesthetically appealing.	203
Collect materials or use magazines to create an art form. Design your piece of art to show one of the following: the beauty or ugliness of the environment, the joy or sadness of the environment or the ways time changes the environment. Display environmental art projects. Working in groups, identify most important qualities of the environment. Share results in a large group discussion.	
Brainstorm ideas to beautify the classroom. In groups of two or three, select and complete a project to beautify the room (e.g., paint walls, make macrame hangers for plants, clean windows, construct decorative sewing machine covers, rearrange classroom furniture). As a class, discuss the overall effect of your work on the classroom environment.	
Identify places in the school which need aesthetic improvement. Analyze feelings about those locations (e.g., What does the lunchroom look like? Is it a pleasant place to eat? Why or why not? What could be done to improve it?). Report results in class. Make recommendations to the administration regarding areas of the school which could use aesthetic improvement.	

SUGGESTED COURSE GOAL *The student will be able to describe the impact of surroundings on individuals and groups.*

LEARNING EXPERIENCES	RESOURCES
Invite a civil engineer or an urban planner to discuss the importance of surroundings on individuals and groups. Formulate specific questions to ask the speakers before they arrive. Summarize what you learned.	
Listen to popular records on housing and the surrounding environment. Summarize the feelings expressed. Discuss whether you agree or disagree.	286 287
Describe your family (e.g., members, occupations, ages, needs, wants) and compare the effects different living environments (e.g., houses, apartments, mobile homes) would have on them. Compare with other classmates.	279
Identify factors which affect your reaction to the environment. Consider such things as lighting, temperature, climate, vegetation. Compare your reaction to these factors with those of your classmates.	282 139
Visit several different restaurants to observe variations in atmospheres. Discuss the effect each has on the individual and possible reasons restaurants use different atmospheres.	131 125
Monitor or record sounds in various environments (e.g., classroom, rush hour traffic, living room, office, hall). Evaluate the effect sounds have on people in different circumstances such as when sleeping, studying, watching TV or eating dinner. React to questions on "Sound Effects" in *Your Space and Mine*. Compare lists to determine how others perceive sound, how much sound they perceive and the effect it has on them.	104 176
Interview persons who live near noise pollutants (e.g., fire station, police station, busy highway) regarding the impact this noise has on one's family life. Share findings in class.	
Create a "feeling box," placing one object in a box at a time. Divide the class into two teams and complete the following game: One student from each team touches the object in the box and describes its texture, shape, size and temperature to the other team members. Based on clues given, team members try to identify the object being described. Game continues until each student has described at least one object.	
Discuss the feelings and thoughts generated by various textures, shapes, sizes and temperatures in the environment.	
Cover each of the classroom tables with different colored paper. Sit at a different colored table each day and record your reactions and feelings. At the conclusion of the week, relate the differences in feelings to the different colored paper.	
In small groups, visit various nearby environments (e.g., industrial shops, foods labs, offices, chemistry labs, locker rooms). List the scents unique to each environment and describe the reactions or feelings derived from each. Interview persons who live close to odor-producing companies regarding the impact these surroundings have on their lives. Share findings in class.	247 259
Invite a panel of representatives from the forest service, the legislature, business, the chamber of commerce and farming to discuss pollution-related questions such as: Is your community doing anything to control pollution? Have any anti-pollution laws been passed that might affect housing? How crucial is pollution? Summarize what you learned.	
Arrange for the class to meet in a different location each day for a week (e.g., auditorium, outdoors, library, foods lab). At the end of each class period, discuss student behavior and feelings related to the environment. At the end of the week, compare reactions to the various environments.	

Partition off the classroom into a very small room for everyone to "huddle." Secluded from windows or natural light, complete an assignment with everyone very close for a period of time. React to working in a tight space. Describe feelings.

Visit similar home styles in an urban area, a suburban area and a rural area. Describe feelings which evolve from each area and relate how feelings change when surroundings change. 96

Invite guest speakers to discuss the effect a recent move to a new community has had on their emotional and social well-being. Discuss the relationship between one's surroundings and one's feeling of well-being.

As a class, list structural environments other than home (e.g., dormitory, nursing home, jail, city hall). Interview persons connected with those environments to determine the impact they have on individuals. Summarize reactions. Brainstorm ways to improve surroundings of various environments.

From magazines, collect pictures of various types of exterior living environments (e.g., parks, industrial areas, beaches, ghettos). Describe the feeling each gives and the probable impact each would have on people. 123

Show slides of a community and imagine you are a tourist visiting for the first time. As you enter the community from each direction, identify conclusions which might be drawn about the community and its people from the things you observe. Relate reasons for conclusions.

Invite an official from the Parks and Recreation Department to explain park and camp services provided in your community. Determine the effect of these on individuals and groups in your local area.

Using current literature and resources, discuss the following surroundings as they affect individuals and families: the effect on the environment of the Alaska Pipeline; the use of coastal land throughout America; the restoration of the Willamette River and other lakes and rivers that have been cleaned up; the development of cities and the functions they serve; the process of rebuilding after natural disasters.

SUGGESTED COURSE GOAL *The student will be able to identify structures planned in harmony with the natural environment.*

LEARNING EXPERIENCES	RESOURCES
Invite an architect to discuss how different housing sites call for different types of structures. Summarize what you learned.	12
View five slides of structures designed by Frank Lloyd Wright. Discuss his philosophy of architecture and how it relates to the aesthetic quality of one's living environment. Compare his work with that characteristic of the majority of homes existing today.	32
After viewing pictures of housing from around the world, identify cultures which have used natural resources to create dwellings. After describing the dwellings, discuss ways in which a region's climate and materials affect housing style and type.	
Invite a landscape architect to discuss the use of landscape in relating a house to its environment. Compare two houses, one with and one without appropriate landscaping for the environment. Identify methods of landscaping which could be used to create harmony between a house and its surrounding environment.	
Using pictures of a mountainous area, a plains area, a coastal area and a desert area, analyze the visual effect created by different types of structures when placed in various climates and geographic locations. Determine which architectural styles best suit each area. Given a picture of a house, describe in writing an environment with which the house would harmonize. Share pictures and descriptions in class.	191
Using a variety of pictures showing structures in their surroundings, rate each as to the degree of fit with the natural environment. Discuss reasons for your ratings.	283
Take a field trip through your community and evalute the structures you see as to how well they fit in with the natural environment. If possible, collect photos as you go. In class, make suggestions for improving the structures or give reasons other structures fit well.	
Investigate solar orientation and evaluate various homes based on what you learned. As a class, decide which exposures are best for each room in the homes evaluated.	

SUGGESTED COURSE GOAL *The student will be able to identify housing and other structures as modifications of the environment.*

LEARNING EXPERIENCES	RESOURCES
After viewing a variety of pictures showing various types of housing structures, discuss ways people have worked with and against nature in providing housing. Place pictures on the bulletin board to illustrate examples.	158
Invite a member of the Highway Commission to discuss criteria used to determine whether to build a new highway, expand a road or put up a billboard. Discuss how these modifications affect environmental quality. Obtain pictures of several freeway systems. Identify those harmonious with the surroundings and those not. Make suggestions for improvements.	119
Observe advertising along the roadways. Identify those types harmonious with the environment and those not. Make suggestions for improvement.	
Collect pictures showing the past and present state of a certain location (e.g., Main Street in Portland in 1900 and today, an empty lot and the same lot after a building was constructed, a yard without a fence and with a fence added, a neighborhood before and after urban renewal). Discuss how the environment was modified by addressing the positive and negative effects of the change.	
View pictures of resorts, dams, parks, etc., where humans have modified the environment to meet needs. Identify the needs met by each structure.	
Using a local issue as a basis for investigation, study and debate the pros and cons of an environmental modification (e.g., placement of dams, paving new highways or freeways, park vs. parking lot). Summarize points of the debate.	
Invite a resource person to describe the potential transformation of agricultural land into a housing development. Discuss the long-term effect of such a modification.	
Collect pictures of man-made structures of beauty in the United States. Compare the features which exhibit "natural" beauty. Discuss the environmental modifications which resulted from each structure.	
Plan a short airplane or helicopter trip over the city or county to view the impact of people on the environment and modifications they have made. Evaluate whether the modifications have been favorable or unfavorable. Justify your responses.	

SUGGESTED COURSE GOAL *The student will be able to relate selected historical and contemporary designs to the environment.*

LEARNING EXPERIENCES	RESOURCES
Plan a field trip to historical sites such as McLoughlin House, Oregon City; Bush House, Salem; Pittock Mansion, Portland; Jacksonville; Champoeg Park; Fort Clatsop; and to contemporary housing such as Charbonneau, Wilsonville; solar heated home, Bend; Mountain Park, Lake Oswego. Compare historical designs with contemporary designs in relation to the environment.	32 190
Identify elements characteristic of various historical and contemporary structual designs (these may be European, American or of other origin). Locate examples of them in the community or in books and magazines and discuss how each contributes to the aesthetic quality of the environment.	141 187
After viewing a series of slides or pictures of the changes in housing design over the last two centuries, discuss how these changes have been influenced by environmental conditions and in turn, how the changes have affected the environment.	48
After viewing *Home Life of the Pioneers*, study basic early American structural designs. Describe how each design was influenced by the geographic and climatic conditions of the areas in which they were built. View pictures of contemporary homes in various regions of the United States. Compare early structural designs to present day styles.	220
Using illustrations of settler's dwellings, write a description of an environment which would be appropriate for the dwelling. Identify a contemporary structure in your community and write a short report describing the relationship between that contemporary design and the environment. Share and discuss the two descriptions in class.	
View *Housing a Growing America.* Read about the history of home building in the United States. Discuss changes in housing design which have occurred as a result of changes in the environment.	222

SUGGESTED COURSE GOAL *The student will be able to determine ways the environment affects housing and is likely to affect housing in the future.*

LEARNING EXPERIENCES	RESOURCES
Read Chapter 1 in *The Home: Its Furnishings and Equipment.* Discuss environmental changes likely to occur in the future and predict their effects on housing.	23
Read current books or article(s) by sociologists or population experts dealing with the future of housing. Share your findings in class.	126
Complete the neighborhood awareness activity in *Streets.* Take a position related to the future of our environment and effects of changes on neighborhood residents. Share ideas in class.	127 34
List factors in the environment which play a role in, or have an effect on, trends in housing (e.g., space, land, energy, water). Collect and assemble newspaper articles discussing environmental limitations and their effects on housing. Report on at least one way the environment has influenced the housing industry.	122
Study an environmental problem such as atomic energy plants, diseases related to air pollution, endangered species, energy conservation developments in the automotive industry, expansion of Los Angeles International Airport, gasoline rationing, how to "energy proof" your home, mass public transportation, noise pollution, off-shore oil drilling, population control and overpopulation, preservation of wilderness areas, recycling trash, sewage treatment plants, smog control devices, solar energy for home use, supersonic airplanes, the food chain, the politics of pollution, vandalism, world food shortages. Illustrate how the problem might affect housing. Share findings in class.	
Estimate and compare the amount of land, building material and energy used in the creation of various housing structures (e.g., single-family, multi-family). Estimate the cost of housing as it relates to our ever-shrinking environment (e.g., from twenty years ago to twenty years in the future). Predict how supplies of natural resources are likely to influence the future character of housing.	

SUGGESTED COURSE GOAL *The student will be able to identify art principles that form the basis of all design (e.g., harmony, rhythm, proportion, balance, emphasis).*

LEARNING EXPERIENCES	RESOURCES
List the types of rhythm. Identify the types of rhythm in various rooms shown in *Homes With Character* or other books.	12
Compare pictures that have different centers of interest. Identify the type of emphasis shown in each (e.g., rug, painting, window, fireplace).	33
Beginning with a transparency of an empty room, use overlays to add one piece of furniture at a time. As each piece of furniture is added, select the item which depicts major emphasis in the room. Discuss reasons for choices.	
In small groups, develop displays illustrating interior decorating principles. Observe and evaluate which display best illustrates harmony. Discuss reasons for choices.	31
Cut out four or five geometric shapes from one color of paper. Arrange in a manner which illustrates rhythm and emphasis. Discuss how space can affect illusions and interest.	
Given a magazine picture of a room, analyze how consistency in color, line and texture affects overall harmony. Share results in class.	
Given several different articles found in a home, select those one might group together using harmony as the basis of consideration. Identify reasons for selections made. Compare harmony in decorating with harmony in music.	
Compare pictures of formal and informal balance. Describe the method by which balance was achieved in each. Make a list of other ways the same types of balance could be produced.	
Using furniture templates and outlines of room floor plans, arrange cutouts to illustrate types of balance. Share your work in class.	91
Select an article from a group of nonproportioned items (e.g., small books, large book ends; large vase, small flowers; large lamp base, small shade; small dish, large serving spoon). Analyze the proportion of the article chosen and suggest changes which would improve the overall appearance.	
Bring a variety of small accessory items (e.g., vases, books, planters, lamps) to class. In groups of two or three, arrange chosen items in a manner that shows good balance and proportion. As a class, discuss the different arrangements.	
Given pictures of furniture from a local store, select furnishings of appropriate scale and proportion for a specific room. Discuss reasons for selections.	
Collect pictures illustrating each of the art principles (e.g., balance, rhythm, harmony, proportion, emphasis). Label each picture and explain the effect that the principle has on the total appearance of the room. Share pictures and descriptions in class.	
Identify examples of harmony, rhythm, proportion, balance and emphasis in one room of your home. Report findings.	
Analyze the art principles present in the classroom setting. Suggest ways in which they might be used to produce even more desirable effects.	

SUGGESTED COURSE GOAL *The student will be able to identify the elements of design used in creating functional environments (e.g., line, form, texture, space, color).*

LEARNING EXPERIENCES	RESOURCES
Define the terms "texture" and "line." View *Texture* or *Discovering Texture* and *Discovering Line.* Discuss the feelings derived from concentrating on one element of design.	238 213
Bring examples of textures to class. Discuss types of textures and how they may be used effectively in decorating. Bring an object from nature with a definite texture. In small groups, assemble mobiles using the natural textures. Discuss the differences in the objects created.	214 45
View *Line* or *A Line Is a Line Is a Line.* On a flip chart or mural, draw heavy dark lines in one direction (e.g., vertical, horizontal, curved, diagonal). Identify the effect that each type of line generates. Compare responses.	226 197 12
Select examples of different types of line in the classroom. Discuss the mood or feeling they create, and name examples of other home furnishings in which these lines can be found.	32
View *Discovering Form in Art.* Look through old wallpaper books, cutting out one example of each type of form: natural design, conventionalized design, abstract design and geometric design. Share examples and discuss the effect of each in creating a functional environment.	212
View *Color, Color Everywhere–Red, Yellow, Blue.* Summarize the main points presented.	207
Play *Color Your Rainbow.* Review the structure of the color wheel and color-related terminology.	280
Develop a color-association word list, matching colors to such words as baby, grandma, weak, strong, danger, summer. Share colors you associate with various words and discuss reasons for associating colors with words.	
View *Come Catch a Rainbow.* Collect samples of color in paper or cloth that illustrate modifications of color values and intensities (e.g., hues, tints, shades). Discuss how each type of modification is produced.	258
View *Discovering Color.* Discuss considerations in choosing colors for a room (e.g., available lighting, room purpose, emphasis, cool/warm side of house). Summarize basic principles helpful in selecting and combining colors.	211
Find pictures in magazines that illustrate the use of warm and cool colors in decorating interior space. Explain the effect of each on appearance of room size and overall feeling given.	
Individually or in groups, search through magazines and make a collection of colored pictures showing room interiors. Label each one according to the type of color scheme represented. Combine illustrations to form a bulletin board.	264
Study examples of how color has created an illusion of more or less space. Select samples of paint from paint chip charts or wallpaper samples and make recommendations for a large, sunny south room; a large, dark north room; a small, sunny room; a small, dark room. Summarize how color can be used to a decorator's advantage.	89
View *Color America* and discuss the use of color to create moods, emphasis and unity. View filmstrip again, without sound, and discuss how the other elements of design also play an important part in creating the total functional environment.	257 93
Invite a furniture designer or builder to discuss the function of furniture in relation to the elements of design. Summarize what you learned.	5
Collect magazine pictures of rooms illustrating the elements of design. Label the illustrations and explain the effect created by each element in the rooms. Share findings in class and post on the bulletin board.	

SUGGESTED COURSE GOAL *The student will be able to determine differing uses of design elements and art principles in organizing interior space.*

LEARNING EXPERIENCES	RESOURCES
After studying design elements and art principles, draw illustrations of good and poor use of each or find pictures of interiors or exteriors which illustrate good or poor usage. Share examples in class.	187 12
Using your own room or another, evaluate the use of the elements and principles of design in its creation. Summarize, orally or in writing, the ways in which the elements and principles were used to good advantage and the ways in which they could be used to improve both the aesthetic quality and function of the space.	31
Inspect various floor plans and appraise the use of design elements in organizing the interior space. Discuss the floor plans as a group.	8
View slides of different interiors. Analyze the elements of design and art principles as they were used in each room. Comment on the desirability of the total effect.	260
Draw a room in your home to scale. Using furniture templates, create a new room arrangement that illustrates a different overall look using the elements of design. Summarize the changes you have made.	
Select pictures of furniture incorporating various design elements and art principles. Point out differences in structural and decorative design. Given a specific criteria of design, analyze any furnishing or accessory item in your home in terms of its aesthetic appeal and personal usability. Share your findings in class.	
Using one or more design elements or art principles, create a model of an interior furnishing or accessory item. Present it to the class and describe how you proceeded with your design.	
Take a field trip to a furniture or accessory store. Identify those items that combine and separate the characteristics of function and aesthetics.	
Visit a furniture store and compare furniture groupings displayed. Discuss how the elements of design were used in each.	
Invite a local salesperson or interior decorator to demonstrate different ways of combining floor and wall coverings, fabrics, paints, furniture and accessories. Summarize the ways in which the elements of design were used during the demonstration.	
Tour several different interiors and exteriors (e.g., apartments, single-family dwellings, mobile homes, offices or several apartments whith the same floor plan in a single building). Compare them to the elements of design and art principles used and the overall visual effects of each. When possible, have people who have decorated the interiors explain why they made the choices they did.	
Given pictures of several room interiors, select three that appeal to you. List the common art principles and design elements that created that appeal. Share in class presentations.	
View slides of great architectural feats from around the world and discuss the art principles and elements of design which were combined to form these dwellings.	

SUGGESTED COURSE GOAL *The student will be able to design interior and exterior environments using the design elements and art principles.*

LEARNING EXPERIENCES	RESOURCES
Invite an interior decorator to discuss how he or she works with a client in designing interior environments. Develop a list of steps based on what you learned. Follow these steps in designing a family or living room. Evaluate designs in terms of how efficiently and suitably design elements and art principles were used.	33
After visiting an indoor-plant store, select a room to decorate with plants. Keeping the design elements and art principles in mind, illustrate how you would go about using plants and plant accessories to decorate your selected room. Share plans in class.	116
Given a dollar amount, select furnishings for a specific room, using the elements of design and art principles as a guide. Display selections as a collage and share with the class. React to others' selections.	
Design and color a room for a specific purpose using no accessories or wall ornaments (e.g., use only structural features, painted wall designs and furniture). Share plans in class and analyze design elements and art principles incorporated.	
Using a work of art, piece of wallpaper or carpet, develop a plan for a color scheme for an interior space. Include a description of how the use of the other design elements and art principles entered into your selections.	86
Integrating art principles and design elements, plan an outdoor living area or patio which complements the interior design of a home. Relate design elements and art principles to the plans.	
Given a case study describing a family's house and lifestyle, plan a landscape for a small courtyard. Consider the art principles and design elements in developing the plan. Share your work in class.	
Given pictures of various houses and landscapes, evaluate the use of design elements and art principles. Suggest and sketch improvements.	
Given the exterior outline of three homes, draw in the siding, windows and doors. Relate to the design elements and art principles. Share results in a class discussion.	
Select two mobile homes. Analyze the exterior of each in terms of the use of art principles and design elements. Describe findings.	
Select a floor plan and use colored templates to show furniture arrangement and color placement, keeping in mind design elements and art principles. Make a collage for each room using paint chips, carpet and drapery swatches, pictures of furniture, and drawings to show the total design of the interior. Illustrate exterior design through drawings and pictures mounted as a separate collage.	94

SUGGESTED PROGRAM GOAL

The student will be able to use knowledge of human needs and functions of homes to create optimum living environments.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify individual needs (social, emotional, intellectual, economical, physical) that can be met through functional housing and home furnishings.*

LEARNING EXPERIENCES	RESOURCES
Debate the meaning of the terms "house" and "home." Discuss the essential ingredients of each and how each meets human needs.	150
View the filmstrips in *Homes Are for People.* List the physical, psychological and social needs depicted. Discuss the role of housing in meeting these needs.	92 136
After viewing a transparency of Maslow's hierarchy of needs, discuss how those needs can be met through various types of housing and home furnishings. View the slide series from *The Home: An Environment for Human Growth.* Relate to Maslow's hierarchy of needs.	100
Discuss the terms "stress" and "adaption" in relation to housing (e.g., What is the relationship between the physical home environment and need for adaptation? How can understanding "stress" in relation to the physical home environment help protect an individual against the need for adaption?). Give specific examples to illustrate your feelings.	188 73
Create a bulletin board titled "Home Is Happiness When . . . ." Display pictures of individuals in various living situations and statements each might make about their home environments. Discuss the individual needs met in each living situation.	33 59
Make a collage depicting a variety of human needs (e.g., food, rest, social interaction, recreation, safety). Place examples of functional structural designs and home furnishings that would allow identified needs to be satisfied. Share and discuss collages in class.	102 139 128
Describe visits to the homes of two families or individuals, one when you felt at home and comfortable and one when you felt ill at ease. Analyze the two situations from a housing and home furnishings perspective to determine why you felt differently.	104 160
Working in small groups, select an individual at a specific stage in the life cycle (e.g., grandmother, small child, college student). Project their activities and their physical, psychological and sociological needs. Analyze housing needs in relation to each. Share findings in a class discussion.	
View *A Good House for All Who Care.* Write a short essay describing how a home and its furnishings can meet various needs of individuals and families. Focus on one or more of the following needs: social, emotional, intellectual, economic and physical. Share papers in class.	254
List the specific needs of the individuals in your family, considering factors such as age, personality, employment, activities and time schedules. Determine which needs are being met in your current housing situation and specify changes that could be made to meet additional needs.	
Analyze various areas in a living environment and list the activities family members carry out in them. Determine furnishing needs and then describe how furniture could be arranged so the areas are aesthetically pleasing yet still suited to individual and family needs.	
Visit a preschool, kindergarten or senior citizen center and observe settings, furnishings and equipment present. Identify the needs of individuals in each environment and how they are being met. Brainstorm ways conventional furnishings and equipment could be adapted to meet individual needs.	
Investigate provisions necessary to meet individual needs in a group living situation consisting of unrelated people (e.g., prisons, fraternities/sororities, communes, cooperatives). Share findings in class.	177
Visit a high-rise public housing project, low-income housing project, retirement community, orphanage or college dormitory. Interview residents and an administrator to learn about the design and function of the facility; the purpose, problems and policies of the facility; and the individual needs being met. Summarize what you learned.	

Simulate several situations which illustrate the special needs of the elderly and the handicapped (e.g., move about in a wheelchair, walk around blindfolded, tie two or more fingers together or arm behind back and complete a simple task). Discuss the problems encountered and brainstorm ideas for making housing and home furnishings more functional in relation to the needs observed.

Visit a home designed or altered for a handicapped family member. Observe and record ways in which special needs are met (e.g., layout and structure of the house, kitchen work space, storage areas, bathroom facilities, furniture arrangement). Share ideas gained in a class discussion. 117

Visit several structures in your local community and evaluate the extent to which each has provided for handicapped people. Communicate suggestions for improvement to appropriate individuals (e.g., the president of a local college, the principal of your school, the mayor of your city).

SUGGESTED COURSE GOAL *The student will be able to determine the role of values in creating functional environments.*

LEARNING EXPERIENCES	RESOURCES
Complete the activity "Twenty Things I Love to Do." Discuss how personal preferences relate to housing choices and feelings of comfort in a home.	
Discuss the meaning of "values." Describe in writing the values you would like your home to represent. Find pictures of a home and furnishings that would reflect those values. Share with your classmates. View *Housing and Your Values.* Discuss the role of values in determining housing needs.	223
Complete several unfinished sentences related to values and their effect on housing choices (e.g., The thing I would look for first when selecting a home is . . . . The thing I like to do best in my home is . . . . My favorite place at home is . . . .). Discuss responses and then analyze how responses relate to one's personal values.	122 59
Given a list of values associated with living environments (e.g., family, privacy, beauty, security), rank in order of personal preference. Share rankings in class and discuss how and why priorities differ among individuals.	
Using pictures, words, phrases or drawings, develop a coat of arms illustrating your personal values related to a home and functional living environment. Share coats of arms by posting around the room.	
Write a short essay describing how your bedroom and larger living environment reflect your personality, favorite pastimes, values and attitudes. Compare ideas in a class discussion.	
Review stages in the family life cycle and discuss values individual family members might have at each stage. Find pictures illustrating housing environments that reflect the values of individuals at various stages of the life cycle.	120
Assume you are moving to an apartment that has only a refrigerator and range. Determine the first three pieces of furniture you would purchase and explain why. Describe how your values entered into your decision and how they might vary if you were at a different stage of the life cycle.	
View several television programs that show individuals or families at home. Jot down how their living environments reflect their values. Discuss in class.	
Read several case studies describing individuals from different geographic locations. Analyze the values of the persons in the case studies and indicate how their housing situations reflect their values. Share ideas in a class discussion.	
Investigate the technological advances that have affected housing trends. Analyze their effects on human values and housing choices and the conflicts which have resulted. Share findings in class.	

SUGGESTED COURSE GOAL *The student will be able to identify lifestyles that affect housing choices.*

LEARNING EXPERIENCES	RESOURCES
View *Lifestyles: Options for Living.* Discuss how one's lifestyle affects one's choice of housing.	268
List activities carried out in your home environment that represent your family's lifestyle (e.g., hobbies, entertaining, recreation, meal patterns). Explain the relationship between the design of your home and your family's lifestyle or activities.	32 102
List the major components of your lifestyle (e.g., family–size, function; health–energy level, eating, resting, personal habits, general condition; recreation–sports, hobbies, social activities; personal patterns–friends, use of free time, values; finances–income, spending, saving; occupations–school, job). Relate these components to your choice of housing, furnishings and neighborhood.	
Interview individuals representing different lifestyles. Identify their housing needs and possible housing alternatives, as well as reasons for making present housing choices. Share findings in class and compare differences discovered.	
Given a case study of a family or individual with a particular lifestyle (e.g., retired person, newlyweds, teacher, farmer), design a structure or select floor plans that would be appropriate for their housing needs. Identify factors that might affect their choice of housing. Make a list of other structures that might be alternative housing choices. Identify ways in which a given structure could be remodeled to meet housing needs.	
Investigate the lifestyles of individuals and families from different geographical locations, ethnic backgrounds and economic groups. Report findings regarding the effects their lifestyles have on their housing needs and choices.	137
Using information regarding social and economic trends in Oregon, list changes that have had an influence on family housing. Working in groups, prepare reports describing how these changes have affected housing in various communities (e.g., drought in Oregon).	
Read about the "log cabin renaissance" and other new trends in housing. Discuss advantages, disadvantages, and costs of each trend, and show the relationship to individual lifestyles.	175 124

SUGGESTED COURSE GOAL *The student will be able to identify cultural factors that influence housing choices.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm examples of cultural factors that influence housing needs, values and choices (e.g., ethnic background, region). Investigate your family's genealogy by talking with parents, grandparents and other relatives. Identify major cultural background and list traditional events, customs, costumes and other items that represent it. Identify how these have added to the permanent or temporary decor/furnishings/structure of your home. Explain the background for these family traditions. Create a visual account (e.g., picture, wall hanging, weaving) depicting one aspect of a housing/furnishing item typical of your cultural background. Perhaps bring an object from home which represents a cultural value to your family (e.g., lotus cup, lace tablecloth, quilt). Tell why it has worth to you or your family.	139 90 21
View *Food, Clothing, and Shelter in Three Environments.* Discuss the three living environments depicted and reasons for the differences among them. Summarize what you learned about cultural factors which influence housing choices.	218
As a class, define and give examples of "ethnic idiosyncrasies" that affect housing choices. Discuss how values influence the perspective from which these idiosyncrasies are viewed. Interview an individual from a cultural background different from your own. Determine the cultural factors which may have influenced his or her housing, furnishing and decorating choices.	169 170
Prepare a mural showing the types of housing characteristic of different groups of people in the United States. Discuss how cultural factors have influenced their choices.	
Invite students or faculty that have traveled or lived in foreign countries to present information and visuals illustrating the cultural factors which have influenced housing choices in those countries.	
View pictures of types of housing commonly found in various foreign countries. Investigate the cultural factors which account for differences in space provided for various uses (e.g., cooking, eating, sleeping, storage) and differences in overall design. Share your findings in class.	
Debate the importance of television as a cultural factor that shapes one's ideas about housing. Discuss the promotion of cultural values through television of such housing patterns as single-family vs. multiple-family housing and traditionally-styled vs. contemporary-styled furnishings. Discuss the effect on people's choice of housing.	
Study the housing of a particular culture in terms of style, materials used, location and usage, taking into consideration family and community life patterns, ethnic origins and religious practices. Share findings in class. Invite several persons with different cultural backgrounds to discuss how their traditions are reflected in housing and furnishing decisions. Visit a community dominated by one particular cultural group (e.g., Russian or Italian community, Indian reservation). Identify the ways in which structure, style and choices in housing have been influenced by cultural factors in this community. Summarize what you learned and compare with information gained through study.	

SUGGESTED COURSE GOAL *The student will be able to adapt housing and furnishings to fit individual and family needs throughout the life cycle.*

LEARNING EXPERIENCES	RESOURCES
Conduct a school or community survey regarding the special housing problems of young people (e.g., junior high, high school, single young adults, young marrieds). Suggest possible ways in which housing and furnishings could be adapted to solve these problems.	23
Identify furnishing/accessory items available in your home that could be recycled or adapted to fit the needs of persons in another stage of the life cycle. Complete a recycling/adaptation project in class.	17
View a pie-shaped chart illustrating stages of the family life cycle. Discuss how stages in the cycle may overlap. Relate the stages to housing and furnishing needs by connecting stages of the life cycle to pictures showing characteristics of those stages which may affect family housing needs.	
Invite a panel of representatives from various life stages (e.g., single career person, single parent, middle-aged widowed person, divorced person remarried, married couple with no children, married couple with children, retired couple) to discuss the type of housing each would choose for a particular stage and position in life. Identify changes in lifestyle typical of an average individual as she or he moves through the family life cycle. Describe furnishings that could continue to meet the individual's needs through many stages.	
Select pictures from magazines of housing types and furnishings that might meet the needs of individuals and families at various stages of the life cycle. Create a bulletin board illustrating findings.	
Visit a furniture store to investigate multi-use furniture. Discuss ways pieces identified can be adapted to fit the needs of individuals at different stages of the life cycle. Brainstorm ways to use available furnishings for other than the intended purpose.	
Collect pictures of renovated or remodeled housing structures. Describe problems the renovations helped solve and identify the specific individual and family needs satisfied by the changes.	
Given case studies of individuals at various stages of the life cycle, identify alternatives for housing and furnishings available to each. List the advantages and disadvantages of each housing option (e.g., mobile home, town house, apartment, nursing home, individual house) and furnishing alternative (e.g., buying new, renting, renovating) for each family group studied.	
Review floor plans in magazines, texts or other books. Locate and draw one plan which would meet the present needs of a newlywed couple but which could also be adapted later to meet the needs of an expanding family. Show changes on the drawing that could be made to meet additional space needs. Discuss changes in housing needs in the later years and indicate adaptations that could be made in the plan during the "empty nest" stage of the family life cycle.	
Investigate and report on different types of housing available for the aged (e.g., nursing homes, adult-housing complexes, senior citizen-home additions). Discuss advantages and disadvantages of each for meeting individual and family needs.	

SUGGESTED COURSE GOAL *The student will be able to identify period architectural styles which are a creative and aesthetic influence on housing and the environment.*

LEARNING EXPERIENCES	RESOURCES
View pictures/slides of period architectural styles. Using a local city map, investigate specific areas to determine the general architectural styles used in each. Interview a sampling of individuals in each area to determine the general makeup of the neighborhoods and attitudes toward the different living environments. Code areas to show regional architectural styles and makeup of the neighborhoods. Discuss feelings inhabitants of the different neighborhoods associate with various architectural styles.	12 32
Take pictures of period architectural styles represented by housing structures in your community. Create a bulletin board that illustrates the various styles.	
Visit a local historical building. Discuss architectural style, features that represent the architectural period and factors that influenced the period architecture.	
Collect pictures of different architectural styles. Mount pictures to create flash cards. In small groups, use the cards to review architectural styles. Make the activity more complicated by matching pictures to characteristics of the various styles.	
View *Architecture: Why Man Builds.* Discuss changes in architectural styles through history and possible reasons for the changes. Sketch an architectural style that would meet present needs, preferences, tastes and lifestyle, combining ideas from various architectural periods. Explain reasons for choices and combinations.	119

SUGGESTED COURSE GOAL *The student will be able to identify historical events that have influenced the development of housing.*

LEARNING EXPERIENCES	RESOURCES
Take a walking tour through the local community or view *America.* Identify types of houses built during specific times (e.g., the 1920s, WW II, 1950s, 1970s). Discuss differences observed and probable reasons for them.	198
List major events in American history. Investigate and report findings regarding the availability of housing, types and styles of housing, and materials used in building during important historical periods (e.g., early settlers, World Wars I and II, 1930s). Discuss reasons for the changes in housing throughout these periods.	12
View *Housing a Growing America.* Discuss the changes that have taken place in housing, reasons for the changes and historical events that led to the changes.	222
Invite a guest speaker from a local antique store or historical society to show and discuss furnishings that represent various periods of history. Summarize reasons for changes in style, materials used and types of objects utilized.	178
Visit a local museum. Identify furniture, housing and community settings associated with specific periods of history. Summarize characteristics of housing which can be associated with historical events.	153
Collect pictures of historical events and various types and styles of housing. Display on bulletin board to illustrate the housing structures associated with historical events. Discuss reasons various types of structures, designs and building materials were used.	195
Study the work of an architect or investigate a particular architectural style. Analyze the historical events that influenced the housing structures produced. Report your findings in class.	175 21

SUGGESTED COURSE GOAL *The student will be able to determine technological advances that have influenced the nature and quality of living environments.*

LEARNING EXPERIENCES	RESOURCES

Define "ecosystem." Brainstorm examples of recent technological advances and discuss the positive and negative effects that technology has had on our ecosystem. Predict their effect on housing in the future.

List newly developed small appliances and labor-saving devices. Investigate and report findings regarding the technological advances involved in the development of each. Discuss the effects on the homemaker, the family and the environment.

Invite a home builder or a cabinetmaker to discuss the effects that technological advances and environmental changes have had on the quality of home construction and building materials. Discuss possible future effects of technology.

Visit a mobile home or modular home factory. Discuss how technological advances have affected craftsmanship and the use of building materials and how these changes have influenced the nature and quality of living environments. Debate the possible effects on home owners.

Invite a panel of senior citizens to discuss how technological changes have influenced the nature and quality of their personal living environments over time. Summarize what you learned.

Watch several television programs depicting life in different historical periods. List technological advances made since those time periods. Summarize the influences they have had on the nature and quality of living environments.

Investigate and report findings on the technological advances made during a given period of history between the 1700s and today. Explain the developments resulting from the advances, possible reasons for the changes, effects on the population and environment of that time period, and effects which are still with us today.

SUGGESTED COURSE GOAL *The student will be able to identify past and present trends in designing and furnishing interior and exterior space.*

LEARNING EXPERIENCES	RESOURCES
Invite an architect to discuss the role of architects in influencing past and present trends in the design of interior and exterior space. Select an architect whose work has received recognition in the past or one whose work is prominent today. Study the characteristics of their work and describe how it has influenced present trends in the design of interior and exterior space. Share findings in class.	5
Refer to the book: *Handmade Houses: A Guide to the Woodbutcher's Art.* Discuss recent trends in housing which have resulted from the need or desire to do one's own building.	124
Invite an interior designer to discuss the history of interior design including changes that have occurred over time, factors responsible for the changes and current trends in interior design. Summarize what you learned.	
Invite a local craftsman to discuss present trends in designing furnishings for home interiors. Discuss factors such as available materials, current lifestyles and mobility on his or her designs.	192 18
Visit a local furniture or department store and identify types of contemporary furniture displayed. Summarize trends apparent in the types of furnishings being marketed today.	137
Visit your school or local public library to find old books and back issues of magazines dealing with aspects of housing design and furnishings. After viewing several pictures of period furnishing styles and the interiors in which they were used, discuss the influence they have had on furnishings and interior designs found in many homes today. Summarize the characteristics and past trends discovered.	101 133 64
Select five historical furniture styles (e.g., Jacobean, William and Mary, Queen Anne, Chippendale) and describe the woods, design lines, ornamentation, distinct features and history of each. Discuss reasons each characteristic is prevalent in the various styles.	
Visit a museum to view items used in the past to furnish interior space. Summarize how characteristics of these items are incorporated in contemporary furnishings.	267
Develop a portfolio that includes pictures of period and contemporary furnishings and accessories. Illustrate historical adaptations as well as strictly modern designs. Include samples of fabrics and woods, if possible.	50
Study period furniture styles in relation to the historical eras in which they were produced. Discuss how various period styles are often combined today with more modern furnishings and accessories to create a desired interior look.	
Collect and mount pictures from magazines of historical and contemporary furniture styles. Use as flash cards for a review game.	
View slides or pictures of various room settings showing both traditional and contemporary emphasis. Identify and discuss furniture styles, decorating approaches, and combinations of furnishings and accessories used in each room setting.	
Collect pictures of the homes in which members of your extended family have lived in the past. View *A Film History of American Furniture* or visit new and older homes or apartment buildings. Using your pictures and other information gained, summarize past and present trends in structural design and use of various furnishings and accessories.	196

SUGGESTED COURSE GOAL *The student will be able to identify types of furnishings and accessories available for designing interior space.*

LEARNING EXPERIENCES	RESOURCES
Prepare a bulletin board showing various uses of textiles in the home. Gather samples of textiles. Discuss innovative ideas and factors to consider when selecting home textile products.	12
Given one or more items not commonly thought of as furnishings (e.g., a crate, trunk, boards, bricks) describe possible ways the item(s) could be used for furnishing an interior space.	30
Brainstorm the many types of accessories that can be created at home. Identify your personal accessory needs and preferences and then, keeping in mind your present living space (entire home, a selected room, your own bedroom), select pictures of an accessory you would like and that would be appropriate. Explain why the selection was made and indicate two other possible options. Create an accessory to be used in your personal living space.	5 25 3
Visit a secondhand store to observe types of furnishings which could be renovated or restored. Study and demonstrate various methods of renovating or restoring furnishings. Select an item and renovate or restore it. In class, discuss the possible expenses/savings which could result from restoring or renovating.	76
Invite an antique dealer to discuss the use of antique furnishings and accessories in decorating interior space. Determine ways one can recognize items as being "antique."	
Invite a representative from a stereo shop to discuss the possibilities of using sound in creating a desired interior atmosphere. Summarize what you learned regarding cost, equipment available, advantages and disadvantages.	
Invite a representative from a drapery store to discuss the types of window treatments which can be used in designing interior space and the visual effect each can produce. Using magazines, develop a portfolio of pictures illustrating types of window treatments which you find pleasing. Arrange them under the headings of curtains and draperies, shutters and blinds, and window shades.	79
Prepare a mural showing a room interior without window treatments. Show various possibilities for window treatments by placing cutouts of drapes, curtains, window shades and blinds over windows in the room. Analyze the effects of various treatments, colors, designs and textures on the room's appearance.	
Invite a guest speaker from a local plant/flower shop to discuss the use of houseplants as room accessories. Find out about the types available, care required and effects possible. Summarize the main points covered.	
After studying the principles of flower arranging, invite a member of a local garden club to demonstrate flower arranging. Working in groups, create several arrangements. Summarize the principles you used.	
Discuss the use of terrariums as room accessories and investigate factors to consider in building them (e.g., containers, soil, combination of plants). Summarize your findings and construct a terrarium using the information collected.	
Collect pictures showing different types and uses of lighting in interior spaces. Discuss natural and artificial lighting, lighting fixtures, and the need for lighting in various locations. Write a short paper describing how lighting could be used to improve your personal living space. Share papers in class.	55 71
Invite an upholsterer to show the before-and-after appearance of a piece of furniture. Discuss methods of reupholstering, skills needed and costs in money, time and energy. If possible, reupholster a piece of furniture.	269 10
Test various samples of floor coverings for durability, resiliency and wear. Summarize results and discuss appropriate uses of each.	129
Collect pictures and samples of wall treatments. Discuss the effects created, costs, methods of application, advantages and disadvantages of each.	

Visit a local furniture store to analyze room settings. Note the accessories and combinations of furniture displayed. Identify one setting that appealed to you and one that did not. Tell why during a class discussion. 192

Given a worksheet showing a room with only basic pieces of furniture, cut out and arrange room accessory templates (e.g., pictures, pillows, vases) in a manner compatible with the total interior space. Evaluate arrangements considering use of the design elements and art principles as well as aesthetic and creative expression.

SUGGESTED COURSE GOAL *The student will be able to relate concepts of personal space to physiological, psychological and social needs of individuals and families.*

LEARNING EXPERIENCES	RESOURCES
In groups of two, carry on conversations at varying distances (e.g., 12 m, 6 m, 3 m, 1 m). Discuss how personal space needs vary as the desirable distances for conversing change when interacting with strangers, friends and family members.	33
Observe and note reactions of individuals in various situations (e.g., a couple in a crowd, adult and child interacting, individual standing in line with stranger, employe talking with supervisor). Discuss the needs for personal space observed between individuals in each situation. Summarize your findings.	48
Complete a personal reaction inventory by answering questions related to personal space needs (e.g., How do you feel when you enter a crowded room? How do you feel in a smoke-filled room? How do you feel when seated in the middle of a crowded restaurant? When have you felt that a room is closing in on you?). Share reactions in class. Simulate various personal space situations. Discuss personal feelings revealed by the simulations and summarize personal space needs.	
View "Proxemics" in *Your Space and Mine.* Discuss the need for personal space and how it relates to the psychological, physiological and social needs met by housing.	104
In small groups, review case studies dealing with living situations when individuals do not have adequate personal space to meet physiological, psychological and social needs. List problems that could result from these living situations and possible alternatives that might alleviate some of the problems.	
Write a short paper describing how you define "privacy," how much time and space you feel is needed for privacy, and how your needs for privacy can best be met. Share and compare papers in a class discussion.	
View several pictures of different housing interiors. Discuss the effect each would have on family interaction and personal privacy.	104
Discuss the possible psychological effects of space in the following situations: large bedroom for one small child, small bedroom shared by four children, breakfast bar used for family dining area, bedroom-living room area and laundry room-kitchen area. Formulate guidelines for use in planning space in these areas.	165 142
Develop a checklist which could be used to evaluate the degree to which a personal living space is compatible with the physiological, psychological and social needs of the inhabitants. Use it to evaluate your home or one in your community.	167
List the positive and negative physical design features of your home or of a floor plan from a magazine. Compare evaluations with those of your classmates. In small groups, discuss problems associated with personal space in regard to physiological, psychological and social needs. Formulate possible solutions and share with the class.	59

SUGGESTED COURSE GOAL *The student will be able to interpret plans for housing.*

LEARNING EXPERIENCES	RESOURCES
Invite an architect, building contractor or school industrial arts teacher to discuss housing plans, including overall design and specifics (e.g., symbols, abbreviations, floor plans). Make a list of those factors essential to consider in evaluating a house plan.	31
Locate a list of architectural symbols and abbreviations on a completed floor plan. Discuss the importance of symbols and abbreviations to the architect, builder, building inspector and buyer.	
Develop a checklist of factors to consider when evaluating a floor plan (e.g., traffic patterns, convenience, privacy). View several different floor plan diagrams. Discuss the major strengths and limitations of each in terms of the checklist factors. Suggest changes that would make the plans more functional.	
Given several unusual room shapes, point out possible problems of each related to meeting various individual and family needs (e.g., privacy, lighting, sound control, storage, family interaction, hobbies). Brainstorm ideas for alleviating these problems.	
View *Your Space Age Kitchen.* With masking tape, tape two or more basic kitchen layouts on the floor. Role play the preparation of a specific food item in each. Determine which layout is more (most) efficient. Visit several homes to observe various kitchen designs. Interview the home occupants to determine the advantages and disadvantages of each basic type. Discuss findings in class.	278
Evaluate the floor plan in your own home. List positive and negative aspects of room relationships, traffic patterns, arrangement of permanent fixtures, built-ins and placement of electrical outlets. Suggest ways the structure could be modified to improve convenience, privacy and livability.	
Visit two different apartment buildings to observe the arrangement of service and public areas. Evaluate each in terms of the degree to which provisions are made for such things as outdoor living, recreation, trash disposal and laundry. Suggest ways in which the facilities might have been better planned or arranged.	

SUGGESTED COURSE GOAL *The student will be able to determine basic principles of storage when meeting individual and family housing needs.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm storage principles in terms of location and arrangement of storage space (e.g., stack like items together; plan spaces to fit items; clean and sort items; store most used items nearby; store at point of first use). Collect pictures illustrating each principle and create a bulletin board for classroom display.	33 32 17
Develop a checklist for evaluating available storage in a home. Visit several houses or apartments and evaluate the storage space provided in each. Brainstorm creative ways of providing additional storage space (e.g., using different arrangements; purchasing or making devices designed to improve storage). Construct a display illustrating your ideas.	12
Share storage ideas/devices used in your home. Visit a mobile home dealership to discover how storage is provided in mobile homes and compare with storage provided in your own home. Determine the storage needs in your own bedroom and develop a plan to meet those needs. Share your plans in class and implement, if possible.	
Develop a list of items typically difficult to store (e.g., unusually shaped equipment, garden supplies, camping gear). Suggest ways in which storage might be provided for these items.	
Using a diagram of a particular closet space, develop a plan for providing storage which would meet the needs of a child, a teenager and an adult. Share ideas in class.	
After reviewing work centers located in the kitchen, brainstorm equipment or utensils that might be stored in each work center. Following the principles of storage, describe how you would arrange items in each center.	97 98
List items commonly stored in a bathroom. Given a bathroom floor plan with limited storage space, describe creative storage ideas that would provide optimum efficiency.	
Brainstorm ideas for providing adequate storage in a college dormitory room (e.g., storage lockers under bed). Invite college students to discuss how they handle their storage needs. Summarize what you learned and add any new ideas to your list.	75
Evaluate the storage space provided in the home economics classroom. Make suggestions for improving convenience, efficiency and accessibility. Implement one or more of your ideas.	
For an actual room and family situation, analyze how much storage space for various items is needed. Compare with existing space and suggest modifications which would improve the use of the space.	

SUGGESTED COURSE GOAL *The student will be able to arrange furniture to meet the needs of individuals and families.*

LEARNING EXPERIENCES	RESOURCES
View one or more filmstrips dealing with furniture arrangement. List principles that can be used to ensure easy traffic flow and beauty.	261
Develop a checklist of factors to consider when arranging furniture in each room of a home. Use this checklist to evaluate room arrangements shown in magazines and home decorating books.	31 32 33
Brainstorm methods of arranging furniture that provide for a variety of uses as well as beauty. Collect pictures illustrating your ideas and create a portfolio for future reference.	
Identify four different ways the furniture in the home economics room could be arranged. Analyze the traffic patterns created by each arrangement and select the best. Summarize the reasons for your choice.	
Using a floor plan of a young person's bedroom with furnishings, trace the path that person would take in getting ready for school in the morning. Make suggestions for changing the room arrangement so the process would be shortened.	
Using half-inch graph paper, draw your bedroom to scale showing placement of windows, doors, heat ducts and electrical outlets. Arrange furniture templates in several different ways and choose the arrangement that best meets your needs.	
After viewing several floor plans illustrating different furniture arrangements in the same room, evaluate each for traffic flow, use of light, ventilation and sound. Select the plan that illustrates the best arrangement for the room. Justify your choice.	
Given a case study describing a family and using a floor plan of an entire house, draw lines to illustrate probable traffic patterns and activity areas. Sketch in essential furnishings in a manner that would meet individual and family needs (e.g., communication, rest, privacy, activities) while maintaining efficient flow of traffic.	
Given case studies of individuals moving through different stages of the life cycle, discuss how their furniture needs and arrangements would change (e.g., a family with two children and a two bedroom home needs to make room for an additional child; an elderly couple is moving from a two-story, three-bedroom home to a one-bedroom duplex). Arrange furniture templates on floor plans to illustrate how the present needs of the individuals in each case study could best be met.	
Select furniture for a nursery and arrange it on a given floor plan. Utilizing as much of the original furniture as possible, show how the furnishings could be adapted/rearranged/supplemented to meet the needs of a young child and then an adolescent.	
Using the floor plan of your own or another home and templates of existing furnishings, rearrange the furniture to meet the needs which would arise should you have a handicapped visitor, a child's birthday party, a buffet dinner, a sit-down dinner for 12, or a six-foot Christmas tree. Share ideas in class.	

SUGGESTED COURSE GOAL *The student will be able to create functional interiors to meet given needs.*

LEARNING EXPERIENCES	RESOURCES
List the hobbies of class members. Describe the type and amount of living space required to participate in each. Give suggestions for how that space could be acquired in present environments and in environments you might design in the future.	134 32
Read a case study describing an individual with specific needs (e.g., privacy, work space, activity). Using paper or flannel board models, create an interior floor plan and room arrangement that would meet those needs.	33 12
Using boxes, build model rooms which illustrate ways of meeting the various needs of a particular family or individual. Consider structural orientation, scale, arrangement of furnishings and accessories. Share your work in class.	
Given a description of the type and placement of windows in a room and the needs and wants of the inhabitants, develop a plan for providing appropriate window treatments and lighting.	42
Given a floor plan of a house or apartment, develop a detailed lighting plan for all major work areas as well as for overall lighting. Consider the function of each area, the traffic flow and the lighting requirements suggested for most efficient use of energy.	5 77
Given a case study, design a bathroom that would meet the needs of both the young children and adults described. Share your plans in class.	56
Investigate various types of wallcoverings (e.g., paint, paneling, wallpaper, fabric). Consider factors related to use, care, cost, installation and aesthetic effect. Select samples of wallpaper and paint that could be used in bedrooms for a small child; a newly married couple; a quiet teenage boy or girl; an active, sports-minded teenage girl or boy; a middle-aged couple. Explain your choices.	
After selecting a floor plan of a room or house you like, develop a plan for furnishing and arranging the spaces in a way consistent with your own needs and preferences. Include pictures and samples of all items used (e.g., paint, wallpaper, carpet, tables, chairs, lighting). Display projects.	
Given a case study describing a young married couple's housing needs and preferences and the resources they have available, develop a total plan for meeting their needs. Include cost itemization, floor plan, furnishings, accessories, color scheme and provisions for storage. Share plans in class.	
Make plans for moving into a small, old apartment. Use pictures or drawings to illustrate how you could create a functional, attractive interior inexpensively.	
Given case studies describing individuals faced with the need to alter their existing interior living environments, make changes in floor plans to meet their needs (e.g., an extra bedroom needs to be converted into a den or family room, a basement area needs to be changed due to poor lighting and ventilation, office space needs to be provided though no extra room is available, a living space for a grandparent needs to be arranged in a home with limited sleeping space). Share your plans in class.	
Invite handicapped persons to discuss how they adapted or designed their homes to meet their special needs. Select an example of a physical handicap that would call for special considerations in housing. Develop a plan for an interior, including physical design, room arrangement, furnishings and accessories which would effectively meet the needs of an individual with this particular handicap.	172
With a construction class, select appropriate floor coverings, wall treatments, counter tops and appliances for a newly constructed house. Help with the actual installation or application, if possible.	

SUGGESTED COURSE GOAL *The student will be able to plan a functional and aesthetic landscape.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm reasons for landscaping a home exterior (e.g., beautification, protection from wind and sun, privacy, outdoor living, gardening). Take a trip through the local community to view various types of landscapes. Identify those factors observed which contribute to both the function and the beauty of the areas.	163 123
Study one type of ground cover used in landscaping (e.g., trees, shrubs, plants, sand, rock, wood). Report your findings in class. Invite a speaker from a local nursery or landscaping firm to discuss the various materials available for designing landscapes, their uses, cost and upkeep requirements. Find out about factors which need to be considered in overall planning and summarize what you learned.	
Investigate ways to incorporate food-bearing or edible plants within existing home landscapes to provide additional function and beauty. Report your findings in class.	35 7
In small groups, develop plans for landscaping one area around a school or nearby building. Suggest ways in which the landscape could be made more functional as well as more aesthetically appealing. Determine costs and labor which would be involved in planting and maintaining the area. Carry out your plans, if possible.	
Given an illustration of a particular house and surrounding grounds, plus a description of the climate, orientation, terrain and inhabitants, develop a plan for landscaping the area. Include illustrations of the grounds during various seasons of the year.	
Given plans for a specific patio, draw a diagram showing how you would adorn it with plants to create a functional and aesthetic landscape. Find pictures which illustrate the plants you used.	30
Study past and present trends in methods and materials used in landscape architecture. Discuss the factors that influenced these trends. View several landscape designs and discuss what might have influenced each design.	
After viewing an aerial picture of a housing area or development, suggest ways in which the landscape could be made more functional and aesthetically appealing. Forward your suggestions to the appropriate individual(s).	
Working in small groups, construct cardboard models of various community structures (e.g., houses, apartments, churches, factories, stores). Combine models and develop a desirable landscape, keeping in mind cost, elements and principles of design, upkeep, weather conditions and overall harmony.	
With a construction or agriculture class, develop plans for landscaping the area surrounding a particular house. If possible, assist with the actual landscaping and maintenance of the area.	
Complete a home experience by planning, planting and caring for a garden or decorative flower bed. Evaluate successes and failures with respect to the function and overall aesthetic appeal of the project. Report results in class.	

SUGGESTED PROGRAM GOAL

The student will be able to formulate plans compatible with the goal of an optimum living environment.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify the relationship between world housing patterns and U.S. housing patterns.*

LEARNING EXPERIENCES	RESOURCES
Find articles with the words house, home, housing or living environments in them. List the characteristics of housing illustrated in the articles. Apply what you learned in a discussion of the relationship between world housing patterns and housing in the U.S.	
Invite a social studies teacher to discuss the economic and social implications of U.S. and world housing patterns. Prepare a bulletin board showing the relationship of world housing to such things as economics, education and resources.	159
Invite a foreign exchange student, a missionary, a student who has traveled abroad or an architect who has studied foreign housing patterns to discuss living/housing patterns of persons in foreign countries. Summarize what you learned.	
Using resources such as *National Geographic*, collect pictures depicting U.S. and world housing conditions. Form a collage of each. View slides of dwellings in the U.S. and other parts of the world. Compare similarities and differences in size, materials, form and exteriors. Compile information and draw conclusions about U.S. and world housing patterns.	115 21
Working in groups of four, select a region of the U.S. and investigate the types and costs of utilities and housing in that area. Investigate the types and costs of housing and utilities in a country of your choice. Share in class and compare your findings.	149
Compare single family housing structures in the U.S. with those in another country. Consider space, size, age, building materials, size of lot, appliances, heating and proximity to town. Record results on a class chart for future use.	
Using current magazines and newspapers as resources, prepare a report on U.S. and world housing patterns. Share reports in class to summarize findings.	

SUGGESTED COURSE GOAL *The student will be able to determine the positive and negative effects of urbanization in creating an optimum living environment.*

LEARNING EXPERIENCES	RESOURCES
View *Family House.* Summarize the effects urbanization has had on today's housing.	217 289
Listen to "Little Boxes." Relate the content of the song to the effects of urbanization on one's living environment.	287
Invite representatives from the local land use planning committee, a mass-transit company or a real estate development firm to discuss the positive and negative aspects of urbanization. Summarize their comments. View pictures, photographs, films, drawings and listen to tape recordings illustrating the effects of urbanization; then develop your own list of positive and negative effects of urbanization. From magazines and newspapers, collect pictures illustrating your findings. Label each and create a collage or bulletin board for class display.	31 158 206 200
Using a variety of references (e.g., books and magazine articles) write a short essay describing either the positive or the negative effects of urbanization. Share essays in class.	123
View *Transportation: Master or Servant?* List and describe the alternative modes of transportation presented. Discuss the potential effects of each on the environment (e.g., buses, trains, motorcycles, bikes, hitchhiking, walking, car pools, taxi, subway). Identify those alternatives which have been or are utilized in your area. Suggest indicated changes.	241 127
View *Urban Alternatives* or *Dehumanizing City.* Identify problems, solutions and alternatives related to environments described in the films. Relate what you learned to your own community, county or state.	244 210 179
Given a case study describing a specific community and the desire of a particular industry to locate there, make a list of the positive and negative effects which would likely result if the industry did. Consider factors related to land values, housing, pollution, traffic and jobs. Reach a decision as to whether the industry should be allowed to locate in the community.	99
View *Cities and Suburbs: Center or Spread City?* Conduct a survey or interview a number of persons regarding their feelings toward urbanization: What is urbanization? What effect does urbanization have on you, your family, others? Are there enough natural resources to support urbanized environments? How does urbanization affect the occupations of people? transportation systems? business and industry? the food supply? Summarize your findings and compare with information presented in the film.	204

SUGGESTED COURSE GOAL *The student will be able to assess the effect that overpopulation has on people and their living environments.*

LEARNING EXPERIENCES	RESOURCES
Recall times when you felt the effects of overpopulation (e.g., squeezing into an elevator, pushing through a crowd). Focus on feelings you had during and after the occurrence and write a short paper describing those feelings. Share papers in class.	
View *Populations* or *World Population*. Discuss the effect overpopulation has on people and living environments.	231 250
Invite a representative from the Center for Population Research to discuss state population trends. Focus on where population changes have been and note areas where population has increased. Discuss the effect of the increases on surrounding living environments. Discuss the possibilities of a megalopolis occurring in Oregon. Use what you learned to prepare a summary of state population concerns.	
Invite a council member or representative to discuss "crowding" problems within your city. Obtain a local city map. In teams, survey a given area to determine the number of people who live in each section or block. Record your findings. Discuss the implications of the population distribution in light of the council member's or representative's presentation.	154
Read magazine articles or sections of books dealing with the problems of overpopulation. Report in class and summarize the problems represented from a human and an environmental standpoint.	
Clip newspaper articles and keep a record of TV and radio announcements about the effects of overpopulation on people and their living environments. Share findings in class.	51
Invite representatives from groups concerned with population growth or other individuals who would likely view overpopulation from different perspectives to present their views regarding the effects of overpopulation. Summarize statements and discuss the many issues presented by the different individuals or groups.	158
Using stick people, construct a bulletin board depicting the increases in world and U.S. population. Predict future consequences of the "population explosion" for the U.S. and other countries.	
Invite speakers from countries where overpopulation is a problem to discuss how their countries deal with it. In small groups, compile a report on a country which is overpopulated, describing how overpopulation affects the surroundings and the living conditions of the people there. Share your reports in class.	
Divide into groups, each appropriately representing the population of a continent of the world (the number of students in each group is determined by the proportion of the continent's present world population). Given an amount of food and money based on your continent's share of the world's production, plan, prepare and eat a meal. Discuss how you felt about the experience. Relate your feelings to the problems of overpopulation.	
Brainstorm ideas for housing more and more people while preserving the environment. Study examples of architectural designs which could be used. Prepare a model of a design or combination of designs you feel would be appropriate for a given area. Share designs in class.	

SUGGESTED COURSE GOAL *The student will be able to describe the aesthetic relationship between housing and the environment.*

LEARNING EXPERIENCES	RESOURCES
Invite an architect to discuss aspects of the environment that should be considered when designing a home. Make a list of basic principles one can follow to ensure that plans for housing will harmonize with the environment.	32 216
List materials used in constructing local houses. Compare these with materials used in other locations. View pictures of houses which illustrate the use of different types of building materials. Identify the environmental setting in which each would be most suitable.	192 137
Identify several compatible housing styles. Given an illustration to a particular setting, use it to plan an aesthetically attractive neighborhood.	
Generate a list of characteristics that make a neighborhood aesthetically pleasing. Take a field trip to a local housing development. Use your list to identify positive aesthetic relationships between the houses viewed and the environment.	
View *Two Cities: London, New York* or view slides or pictures of a large city. Write a paper describing how the environmental surroundings related to the buildings. Share papers in class and summarize features which make a city more aesthetically pleasing.	243 208

SUGGESTED COURSE GOAL *The student will be able to explain how housing decisions people make affect others.*

LEARNING EXPERIENCES	RESOURCES
Working alone, decorate a designated area of a wall or bulletin board in the classroom. After everyone has decorated his or her area, evaluate the overall result. Discuss how decisions each person makes affect others.	17
Invite a panel to discuss how you are affected by the housing decisions others make. Include a member of the city planning commission, a contractor, an architect, an apartment manager and a housing specialist. Summarize what you learned.	
Invite a real estate agent to discuss how characteristics of a neighborhood (e.g., care of your own property, neighbor's care of property, presence of mobile homes, industry, multi-dwellings, businesses) affect the value of property. Summarize your findings.	
Invite a fence salesperson to discuss different types of fences and the advantages and disadvantages of each. Discuss various problems fences have solved and created in relation to others in the near environment.	
In small groups, investigate how housing choices made today will affect the choices of people living 50 years from now. Be sure to consider the use of energy, materials and land. Share reports in class and summarize your findings.	

SUGGESTED COURSE GOAL *The student will be able to determine the effect of housing trends on the environment.*

LEARNING EXPERIENCES	RESOURCES
Examine current housing magazines and collect pictures illustrating new trends in housing and architecture. Identify those you feel will persist and those you feel will not. Study the effects of each on the environment and prepare a bulletin board displaying your findings.	23 140
Invite an architect, a building contractor and a realtor to discuss current innovations, requirements, demands and trends in housing. Arrange for an environmentalist/ecologist to be present to point out the effects housing trends have had on the environment. Summarize by comparing opposing viewpoints evident during the discussion.	192 175
Ask a panel of senior citizens to discuss the effect of housing trends on the environment. Compare with views presented by previous speakers.	30 137
Working in groups, investigate one of the following: subdivision laws; trailer park zoning; solar and hot water heating; single family homes and high-rise apartments; cost of a home vs. individuality. Prepare reports describing how each of the factors relates to and affects the environment. Share reports in class.	
Identify various types of housing available in the community and visit one or more of them. In class, discuss the advantages and disadvantages of each and analyze the effects on the local environment.	281 47
Identify the different types of housing illustrated in *We Live in the City*. Compare to housing in your own community.	246
View *Solar Energy to Capture the Power of Sun and Tide* or *Superconductors–Tomorrow's Energy Breakthrough Is Here*. Discuss solar energy and the effect its use might have on housing and the environment. Relate to the housing trends which might result. As a class project, design a house that uses solar panels for heating. Compute costs of using solar energy, natural gas, electricity. Compile a list of energy-saving and conservation tips.	236 237 166

SUGGESTED COURSE GOAL *The student will be able to identify sources of information that can be used in making decisions to preserve and protect the environment.*

LEARNING EXPERIENCES	RESOURCES
Clip and collect newspaper articles dealing with the environment. Divide them into two categories: those giving the viewpoint of environmental agencies and those giving the viewpoint of people or companies controlled by the agencies. Critique the articles using objectivity and accuracy of statements as criteria. Share information in class.	78
View television specials and news programs to collect information related to environmental preservation and protection. Keep a journal of current developments and share findings in class on a regular basis.	
Brainstorm a list of local, regional and national organizations that are sources of information on environmental preservation and protection. Collect information from several sources and evaluate. Compare findings.	
Invite a representative from the Environmental Protection Agency to discuss the functions of the agency and the steps an individual can take to preserve and protect the environment. Summarize the role of the Environmental Protection Agency in providing information related to environmental questions.	
Invite a panel consisting of a logger, a Sierra Club member, a forest service employee, a chamber of commerce member, a builder, a garden club member, a planning commission representative, a public utilities board representative, a farmer and an extension agent to debate decisions related to preserving and protecting the environment. Compare the various viewpoints presented and discuss the part each representative plays in providing environmental information.	
Investigate current legislation in Congress that has to do with environmental protection. Report your findings in class and identify the sources of information you used.	

SUGGESTED COURSE GOAL *The student will be able to identify the role of planning groups in creating optimum living environments.*

LEARNING EXPERIENCES	RESOURCES
View *Of People, Land, and Planning* and *Tools in Land Use Planning.* Summarize the generalizations presented and relate to the importance of environmental planning (e.g., What would happen if there were no planning?). Keep a journal of newspaper clippings, magazine articles, and local and national news on action related to environmental planning. Share at various times	227 240 31 17
Invite representatives from several groups or agencies concerned with environmental planning to discuss the goals and priorities of their organizations. Depending on your location, these persons might include members of: City or county planning commission League of Women Voters The Stop Oregon Litter and Vandalism Committee (SOLV) The 1000 Friends of Oregon Local neighborhood committees Oregon Environmental Council Mid-Willamette Valley Air Pollution Authority The Nuclear and Thermal Energy Council The Land Conservation and Development Commission (LCDC) The Soil and Water Conservation Commission The Columbia Region of Associated Governments	33
Brainstorm areas of environmental development where guidance or planning is needed. List contributions each of the planning groups might make. Identify specific instances where planning groups have helped create an optimum living environment.	
Attend a city council meeting. Record any action taken that may influence living environments. Report your findings in class.	
Investigate city planning. Invite a local city planning commissioner to explain the control the planning commission has over building in the area. Summarize your findings.	
Given environmental problems or case studies, work in groups of five or six to develop solutions. Report your suggestions in class and identify factors considered in formulating them.	
Prepare plans for a mock housing development and proceed through the steps necessary to get permission to build it. Include an evaluation by the local planning group. Report your findings in class.	

SUGGESTED COURSE GOAL *The student will be able to assess the effect of citizen action in promoting the goals of an optimum living environment.*

LEARNING EXPERIENCES	RESOURCES
View *The Choice Is Yours.* Discuss means by which individuals can become active participants in promoting an optimum living environment.	239
Write a brief report on what you personally can do to promote an optimum living environment. Share ideas in class.	155
Interview members of citizen action groups who are involved in promoting optimum living environments. Find out why they are doing what they are and what results they've seen. Compile results and share in class. Relate to the importance of citizen involvement in coordinating and implementing programs designed to improve living environments.	
Contact individuals who have been involved in conducting environmental impact studies. Interview them to determine how citizens can become involved in promoting and maintaining an optimum living environment.	
Invite guest speakers from environmentally concerned organizations to discuss the effects their efforts have had on preserving and protecting the environment. Summarize what you learned.	
Collect newspaper articles that discuss citizen action groups or that were written/edited by an individual from one of the groups. Discuss their impact in promoting an optimum living environment.	
Develop a radio presentation describing historical citizen action movements and their effects on the environment. Attempt to have it aired.	
Attend a neighborhood citizen group meeting. Note topics of concern and observe the interaction between the citizens and city planners present. Follow up by interviewing persons in local government regarding the impact citizen groups have had on local government decisions. Report your findings in class.	
Research the role communities or citizen groups have played in achieving past legislative action (e.g., Oregon Bottle Bill, Greenway Bill, Rogue River Dam Project). Report your findings in class.	
Identify one issue related to preserving or protecting your living environment that is important to you. Take action necessary to promote the protection desired (e.g., attend a legislative session, committee meeting or state management commission meeting where citizen input is being considered). Share observations and report developments as they occur.	

SUGGESTED COURSE GOAL *The student will be able to formulate plans that can be used to protect and preserve the environment.*

LEARNING EXPERIENCES	RESOURCES
Plan a school "Clean-up and Beautification Day." Ask the school groundskeeper to designate one or more areas of the school grounds which have not been cared for or which students have misused. Coordinate responsibilities of the volunteers and participate in the activities of the day.	31
Visit a recycling center. Investigate the ways in which items are processed or recycled. Develop and implement a long-term, school-wide or community-wide recycling project (e.g., paper, metals, glass). Take responsibility for promotion, pick-up and distribution of the material(s). Evaluate your efforts at regular intervals.	
Given one or more items which would normally be thrown away (e.g., food containers, newspapers), create something you or your family could use. Share projects in class.	11 14
Develop a display illustrating how young children can help to preserve the environment. Take the display to local elementary or nursery schools or local shopping centers and share with small children and their parents.	
As a class, write an "Environmental Code for Habitat." Individually, list specific ways to follow the code. Implement your suggestions and report progress back to class.	158
Assess your personal home environment in terms of ways in which your family wastes and destroys natural resources. Develop and implement a plan to preserve at least one of these resources (e.g., recycle papers and cans, turn off lights).	
Contact your local utility company to secure publications giving energy conservation tips. Use these together with books, magazines and personal interviews to compile a list of ways individuals can help preserve the environment (e.g., energy saving tips, recycling, trash disposal). Summarize the information on a brochure to take home or publish ideas once a week in your local or school paper.	
Sponsor an environmental protection contest. Have entrants submit ways they can help protect the environment. As a class, judge entries and select a winner.	
Develop environmental awareness in the community by organizing a "clean sweep campaign" (e.g., collect cans, bottles or newspapers for a week; clean up or repair buildings/lots). Evaluate your efforts.	
Form a "co-op" in your neighborhood. Swap skills and talents, share equipment (e.g., lawn mower, laundry equipment) or swap services (e.g., babysitting, transportation). Periodically evaluate the environmental impact of your efforts.	
After checking with the local city planning office to determine the projected city growth for the next ten years, develop an overall plan for meeting the growth needs while preserving the environment. In small groups, develop separate plans illustrating the nature of the facilities which will be needed (e.g., shopping centers, schools, libraries, recreation centers, housing for the elderly, multi-family units). Share your work and relate to the overall plan.	
As a class, create an energy calendar illustrating ways of conserving water and energy. Have it duplicated and sell to fellow students and teachers. Use the profits to beautify your school and its grounds.	

SUGGESTED COURSE GOAL *The student will be able to judge the relative safety of different living environments.*

LEARNING EXPERIENCES	RESOURCES
View *Safety in the Home* or *Safety . . . Home Safe Home.* Discuss hazards and safety precautions presented.	234 233
Play "Home Safe Home" to become aware of home safety hazards and ways of avoiding them. Summarize safety techniques learned.	32
Invite guest speakers from the local police and fire departments to discuss major concerns regarding safety hazards in the community and ways of preventing accidents. Use what you learned to conduct a safety evaluation of your neighborhood.	27 33
Conduct a safety check on all small appliances in your home using Underwriters Laboratories guidelines. Compile findings and share in class.	17
Develop a display of household safety devices and equipment (e.g., safety caps, smoke detector alarms, safety cupboard/drawer latches). Demonstrate uses. Find out how many devices you currently have in your own home. Identify one or more that would improve the safety of your home living environment.	31
Investigate the role of lighting in maintaining a safe environment. Select a particular environment (e.g., public or private, interior or exterior) and evaluate the extent to which the lighting used affects its safety. Make suggestions for improvement if needed.	70 65
Discuss the function of the Occupational Safety and Health Act. Debate the statement: Since OSHA regulates safety in business, there should be an agency to regulate safety in the home.	
Investigate building codes used in your community, including requirements for household wiring and plumbing. Analyze your own home or another structure in your community to determine whether it meets the requirements of the code.	
Invite an extension agent to speak about kitchen safety. Do further study and develop a check sheet for kitchens. Use it to evaluate the safety of a kitchen of your choice. Investigate safety standards and consumer alternatives regarding materials used in house construction (e.g., toxicity of paints, flammability of fibers, breakage of glass). Visit a mobile home, prefabricated home or modular home factory to observe the current designs and construction techniques used. Discuss with a company representative the safety of materials used in construction and special design features which make the unit safe. Summarize what you learned.	
Develop a checklist of safety and sanitation standards that should be observed in homes. Refer to the National Safety Council survey form available from the local fire department for additional information. Use checklists to evaluate standards in a home environment. Discuss one hazard that was found and make suggestions for alleviating the problem.	
Analyze your own room for safety. Make a list of any improvements needed to avoid home accidents. Develop plans for making necessary safety improvements.	
Analyze one or more rooms in your home as to number and convenience of available electrical outlets. Find out what safety controls are present (e.g., numbers of circuits used and types of circuit breakers available). Summarize your findings and make suggestions for improvement.	
Select a home or other structure in your community. Analyze how safe it would be for use by persons with various types of physical handicaps (e.g., the visually impaired, hearing impaired, wheelchair users).	
Given a specific house plan, list changes which would need to be made to make it safe for small children or elderly persons.	
Visit a "model home." Evaluate in terms of safety principles learned in class.	

SUGGESTED COURSE GOAL *The student will be able to determine safety procedures in the home.*

LEARNING EXPERIENCES	RESOURCES
Invite an electrician or a utility company representative to discuss home electrical wiring and the use of electricity. Check your home to determine whether it has fuses or circuit breakers. In class, discuss what it means to "blow a fuse" or "trip a circuit breaker." Summarize principles of safe electrical usage.	31 12
Bring a variety of extension cords (including different weights) to class. Plug different kinds of appliances into each extension cord. Observe the result. Discuss use of appropriate extension cords for specific appliances.	
Develop plans to use during a power outage. Make all necessary arrangements at home for preserving safety during such an emergency. Share and discuss plans in class.	
Invite a firefighter to discuss steps which can be taken to prevent home fires and procedures to follow when a fire breaks out. Develop two fire escape routes for your home. Sketch the routes and bring to class for evaluation. Encourage your family to have a fire drill to practice the steps that should be taken in case of a home fire. Report results in class.	
Develop a display of fire extinguishers and substances that could be used to put out fires (e.g., salt, baking soda). Identify appropriate times to use each. Visit the fire department or invite a representative to demonstrate the use of fire extinguishers and other fire retardant substances. Summarize procedures learned. Discuss ways of preventing kitchen fires and steps to be taken when they occur.	168
Visit a store that sells smoke detectors. Analyze the types available, including their cost and value. Summarize your findings.	
Invite police to discuss how people can prevent home burglaries. Bring one small appliance from home to be engraved for identification against loss or theft.	
Collect newspaper clippings related to home accidents. In groups, suggest safety precautions that could have prevented these accidents. Share ideas as a class.	
Investigate ways in which home poisonings (e.g., from household products, plants) and other accidents (e.g., falls, burns) can be prevented. Summarize by developing a list of specific precautions and treatments. Bring a shoe box to class and use to assemble a simple first aid kit.	
In a circle discussion, share accidents that have occurred in your home due to carelessness. Summarize ways in which these could have been prevented.	
Discuss and make recommendations for efficient storage of references (e.g., owner's manuals and warranties).	
Develop a checklist of things to do before leaving on a vacation. Be sure to include precautions related to burglary and fire. Duplicate your list and distribute throughout your school and community.	
List safety practices which must be observed for small children. Compare this with a list prepared for standard home safety. Note the differences. Plan a series of short lessons to present to younger brothers, sisters, cousins or other children teaching them safety practices.	
Invite an attorney or an insurance representative to discuss homeowner accident liability. Discuss safety practices that would prevent these accidents.	
Compile a list of safety standards one should consider when selecting furniture or large appliances for the home. Distribute to interested persons.	
Organize a family meeting to discuss hazards in your own home. Develop cooperative plans for making adjustments and sharing responsibilities for safety. Be sure to include steps which can be taken to prevent poisoning, fires, burglary, falls and other accidents.	39

SUGGESTED
PROGRAM GOAL

The student will be able to summarize information needed to make responsible consumer housing decisions.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify the role of government in housing.*

LEARNING EXPERIENCES	RESOURCES
List government agencies responsible for housing regulations. In small groups, research one agency (e.g., ACTION housing, HUD, FHA). Report on actions various agencies have taken that are important to homeowners.	12
Invite a speaker from the local Federal Housing Authority to discuss the role that office plays in making housing available to consumers. Have her or him address the role government plays in controlling the effects of urbanization on living environments. Summarize what you learned.	17
List types of government-funded programs available for housing, and investigate the requirements for obtaining the funds. Report your findings by discussing the effects of these programs on individuals and communities.	
Given hypothetical situations regarding housing issues, role play actions taken by various government organizations in making decisions related to these matters. List considerations that justify the decisions made.	
Clip newspaper articles describing legislative action on various housing-related issues (e.g., zoning, taxes, subsidized housing measures, community planning). Summarize the various roles the government plays in relation to the availability and quality of housing.	
Study the role the federal government has played in housing since the 1930s. Include an analysis of legislation as well as court decisions dealing with housing and urban renewal (e.g., Housing Act of 1949, the outlawing of discrimination, formation and programs of HUD, Model Cities and Metropolitan Development Act, FHA and VA programs, 1968 Housing and Urban Development Act). Conduct a class symposium to synthesize material gained from investigation.	
Investigate the types and effectiveness of housing legislation passed at the state and local levels during the last ten years. Relate to legislation passed at the federal level. Diagram your findings to show how local, state and federal governments work cooperatively in building housing programs.	
Select a housing issue and study it. You may wish to write the state or federal government for information or attend an appropriate state legislative hearing. Take a stand on the issue and share your viewpoints with state or federal senators and representatives. Follow the progress made on the issue thereafter. Report your findings in class when appropriate.	

SUGGESTED COURSE GOAL *The student will be able to determine the role of public policy in relation to housing quality.*

LEARNING EXPERIENCES	RESOURCES
Talk with residents in your community to determine ways in which public policy has affected the quality of local housing. Summarize your findings and make suggestions for further improvement.	20 36
Invite a representative from the city planning office to discuss specific public policies that have been formulated to improve the quality of housing in the local community. Summarize the characteristics of the policies presented.	31
View *Your Role in Improving Our Housing.* Discuss the individual's and public's role in improving housing quality.	251
View *Citizen's Role in Land Use Policy.* Discuss the public's role in developing policies that affect land use and housing quality.	205 17
View slides depicting housing problems caused by a lack of planning (e.g., highly congested or declining areas of concentration, central city dwellings, suburbs and small towns that have not been planned, rural areas being developed without plans). Summarize and describe the role of planning as a means of alleviating some of the problems.	12 155
After reviewing the Oregon Land Conservation and Development Commission goals, discuss the value of each in terms of maintaining housing quality.	284
Investigate a land-use problem in the local community. In small groups, present a visual display of the problem and proposed solutions. Present to the county commissioners or city council.	
Study policies and procedures involved when building a house (e.g., obtain building permit, secure soil tests, investigate building codes, investigate neighborhood ordinances). Discuss the similarities and differences in policies and procedures if building a duplex, apartment, townhouse or mobile home park. Determine the effect public policy has had on these procedures.	
Collect magazine articles and newspaper clippings illustrating towns and neighborhood subdivisions that use cluster zoning and other techniques to optimize space use and preserve the natural environment. Summarize the techniques discovered. In small groups, create a model city. Write the public policies and housing regulations for your city. Share designed cities in class and then display for the entire student body.	
Act out a public hearing regarding a housing-related issue taken from a current newspaper article. Assume the roles of all parties involved (e.g., residents, unions, industry, utilities, government officials). After arriving at a final decision, write a formal statement of action to be taken regarding the issue.	145

SUGGESTED COURSE GOAL *The student will be able to identify the reasons for the success or failure of programs designed to improve housing conditions.*

LEARNING EXPERIENCES	RESOURCES
View *Planning the Land* and *Sharing the Land.* Discuss methods for improving housing conditions used by citizens in the films.	229 235
View *Housing: A Place to Live.* Discuss how housing conditions affect both the inhabitants and the community at large.	221
Investigate current local or state housing problems. List needed improvements and discuss factors that might increase the chance of success of programs designed to provide the improvements.	155
Read about housing projects designed in the Bronx, New York; Newark, New Jersey; Cleveland, Ohio; St. Louis, Missouri; Portland, Oregon. Report findings regarding their successes and failures.	148
Given examples of specific programs implemented to improve housing conditions, list reasons for their success or failure. Discuss ways in which the programs were successful and suggest ways they could have been more successful.	
Given a case study involving the relocation of a particular family into a new housing situation, predict how the move will affect the individuals, the family and the community.	132
View *Run from Race.* Discuss housing difficulties minority groups face.	232
Read excerpts from books (e.g., *The Dollmaker*) describing the problems and culture of the poor and the importance of considering their needs in making plans for improving housing conditions. Share insights gained.	2
View slides of urban renewal projects before and after completion. Identify the changes made and predict possible effects on inhabitants. Discuss urban renewal with a city official or HUD representative. Investigate the purposes of current programs, methods of implementation and status of program development. Summarize findings in a class discussion.	
Interview the elderly regarding their housing problems. Summarize your findings and propose alternatives, including programs which might help alleviate common concerns.	

SUGGESTED COURSE GOAL *The student will be able to interpret the relationships among the selection of housing and values, lifestyles, resources and stages in the family life cycle.*

LEARNING EXPERIENCES	RESOURCES
Complete the following unfinished sentences: "In my first home I *must* have . . . ." "In my first home it *would be nice* to have . . . ." "In my first home I *won't* need . . . ." Investigate the types of housing which would meet these needs. Share results in a class discussion.	18
Brainstorm factors one might consider when selecting a housing type or location. Individually, rank these factors as to their importance and compare with other class members. Discuss reasons for the differences observed.	193 143
Identify the stages of the family life cycle. Discuss housing requirements at different stages. Interview several families at different stages of the life cycle to determine factors that affected their selection of housing. As a class, summarize those factors under the headings of values, lifestyle, resources and life-cycle stage.	
Identify resources that would influence housing choices. Discuss how these resources may change as an individual moves through the family life cycle.	
Study factors that are important to various cultural groups when selecting housing (e.g., values, resources and lifestyles). Compare factors when reporting findings to class.	
Interview your parents or grandparents regarding their past, present and future housing choices. Identify factors which influenced their selections. Compile a list of factors based on the interviews and share in a class discussion.	
View *Recreational Facilities in Residential Development.* Discuss values and lifestyles associated with recreational facilities. Investigate the recreational opportunities provided by different house settings and summarize your findings.	285
Select a housing ad from the newspaper. From the information given, write a description of the individuals who might buy or rent the home, describing their values, lifestyle, resources and stage in the family life cycle. Discuss similarities and differences in a group discussion.	
Using minute dramas, depict family and individual housing decisions based on values, lifestyles, resources and stage of the family life cycle. Summarize insights gained.	
Given case studies describing the lifestyles, resources and family life-cycle stages of several individuals, suggest a type of housing and housing location appropriate for each. Justify your choices.	

SUGGESTED COURSE GOAL *The student will be able to identify housing types which meet the needs of specific individuals and families.*

LEARNING EXPERIENCES	RESOURCES
View pictures and read case studies describing various individuals (e.g., a single person, a young couple, a skier, an older couple, a large family, a handicapped individual). List the social, emotional, intellectual, economical and physical needs of each. Create collages illustrating various types of housing which would meet their needs.	12 4 18
Working in relay teams, have each team member add the name of a different type of housing, continuing as long as teams can think of new housing types. As a class or in small groups, brainstorm the advantages and disadvantages of the various housing options (e.g., apartments, mobile homes, duplexes, single-family homes, condominiums). Discuss the needs that each type of housing could meet.	54 155
Invite several individuals who live in different types of housing (e.g., apartment, single-family dwelling, condominium, mobile home, dormitory) to discuss reasons for their housing choices, including how the types of housing they selected meet their specific needs. Summarize your findings.	169
View *The Town House: Its Background and New Popularity on the American Scene.* Discuss how the old concept of row houses is meeting the needs of individuals today.	288
Take a bus tour of the local community to view available types of housing. View pictures or slides illustrating various types of available housing. Speculate about how the different types of housing could meet the needs of various families and individuals.	102 100
Brainstorm housing alternatives available when going to college or starting a job away from home. Analyze the advantages and disadvantages of each type of housing and the needs each type could meet.	1 92
Invite an architect to explain the process involved in planning a home (e.g., assessing individual and family needs, relating needs to housing, developing a schematic design, preparing a final floor plan). View *Selecting a House Plan.* Discuss ways various house plans can meet individual and family needs.	274 263
Using current magazines, select several pictures of plans for housing, including floor plan diagrams. Analyze each to determine the family or individual needs that could be met. State specific reasons for your decisions.	143
View *Selecting and Buying a Mobile Home* or visit a mobile home dealer. Compare the structural elements of the interior space of a mobile home with those found in typical homes and apartments. Discuss differences in personal space available and assess the degree to which these spaces would meet the physiological, psychological and social needs of given individuals and families.	291
Discuss individual characteristics and specific circumstances that would create special housing needs (e.g., handicapped family member, tall individual, midget, a large family). Identify types of housing and adaptations that could be made to meet each individual needs.	
Brainstorm types of housing which would meet the needs of the elderly. Investigate the facilities, costs and opportunities that each type offers. Report findings in class.	
Given a case study of a family or individual with a set budget and preferred activities, select housing ads from newspapers which appear to meet particular needs. Visit several houses and select one that would effectively meet needs. Justify your choice.	84

SUGGESTED COURSE GOAL *The student will be able to identify societal influences which affect housing choices.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm factors which affect the housing choices of different ethnic, social, religious and geographical groups. Investigate, then debate the issue of how societal influences have affected the housing choices of one of those groups.	22 156
Interview a realtor to determine societal influences that affect housing choices of individuals from different age, economic and ethnic groups. Report your findings in class.	188
Ask your parents about the societal influences that have affected their past and present housing choices. Share replies and compile a list of societal influences that appear at various stages in the family life cycle. Identify possible reasons for each.	
Interview several individuals with different lifestyles to determine their housing preferences, their attitudes toward various types of housing, and factors which have accounted for these attitudes and preferences. Discuss the results of the survey and identify societal influences which seem to affect housing choices.	193
View several television programs depicting various aspects of our society. Discuss the societal influence these settings may have on the viewers' perception of "home."	
Prepare a bulletin board or flannel board to illustrate how the selection of housing is affected by proximity to work, school, church, recreation and shopping areas. Contrast rural, urban and suburban areas.	
Identify restrictions placed on various housing options. Discuss the effects of such restrictions on housing choices, design, maintenance and inhabitants.	
Read current articles dealing with societal influences on housing choices. Discuss the influence of current social changes on housing choices (e.g., the effects population density has on housing types available). Summarize main points presented.	

SUGGESTED COURSE GOAL *The student will be able to identify environmental influences (e.g., geographic, climatic) which affect housing choices.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm environmental influences which affect housing choices (e.g., mountains, slopes, desert, water). Collect pictures depicting types of housing which would be suitable in each case and construct a bulletin board for future reference.	32 24
View *Two Towns: Gubbio in Italy–Chillicothe in Ohio.* Discuss the similarities and differences in environments and the possible ways each would affect housing choices.	242
Invite a foreign exchange student to discuss environmental factors that affect the choice and construction of housing in their native country. Compare those factors with environmental influences of the local area.	59
Observe illustrations of housing in various parts of the world. Discuss how climatic and geographic factors influence the materials used in home building (e.g., African village with straw huts, log cabins, sod houses, adobe houses, stilt houses from Ecuador, tepees of skin, ice igloos from the Arctic, steep roofed house from Norway, tile roofs from the warm countries). Summarize what you learned.	
Invite an engineer or architect to discuss factors that need to be considered in choosing a house plan for a particular lot (e.g., orientation, landscape and climatic conditions). Summarize main points presented.	
Assess your personal likes and dislikes with respect to geographic and climatic conditions (e.g., sun, rain, desert, ocean). Using resource materials, identify three locations in which you would like to live. Describe the climatic and geographic conditions which would influence the design of a home in that location. Share ideas in class.	21 126
Given a house plan together with a description of a lot, including climatic conditions, develop a plan for situating the house to account for sun, wind, rain, traffic and view. Share plans in class.	
View slides or pictures of housing in different areas of the United States. Identify environmental factors that might have influenced the appearance and function of various types of housing. Brainstorm factors that need to be considered when planning housing for each area.	
Given a description of a particular geographic location and climatic conditions (e.g., eroding shoreline on Oregon coast, flooding areas in Washington, snow-covered mountain areas in Idaho, hurricane area in Texas, flat tornado land in Nebraska), describe the type of housing, including design and construction materials, that would be best suited for the area. Justify choices made, considering climatic conditions, geographic location, building materials and environmental aesthetics.	

SUGGESTED COURSE GOAL *The student will be able to identify the economic influences which affect housing choices and the environment.*

LEARNING EXPERIENCES	RESOURCES
Obtain multiple listing books from a local real estate office. Using these books, devise a chart that illustrates characteristics that affect the price of housing (e.g., location, number of rooms, condition). Look at real estate ads describing local housing choices, with prices blocked out. Predict the selling price of each and justify your predictions. Compare with actual prices. As a follow-up, discuss the current trend in housing costs. Debate the effects of this trend on the likelihood of owning a home.	31 17 12
Investigate the costs of buying and renting comparable (size and quality) new and older homes, mobile homes, modular homes and condominiums in different locations. Compare total costs as well as availability of financing. Summarize in a class discussion.	23
Interview several landlords in your community to determine total costs of living in various types of rental units. Compare your findings. Discuss how these findings might affect housing choices.	
With the assistance of a realtor or building contractor, visit several types of lots in various locations (e.g., residential area, commercial area, outlying area). Determine why costs vary and identify factors to consider when choosing a lot. Develop a checklist based on your findings.	
Invite a realtor to discuss the importance of property resale value and factors that determine housing costs. Formulate a list of factors which determine the probable resale value of a home.	
Visit a solar-heated home or other solar-heated structure. Interview inhabitants to determine costs involved and have them discuss the advantages and disadvantages of solar energy. Compute the cost of using other sources of energy for heating and cooling the same size and type of structure, and compare with solar energy. Discuss how heating/cooling costs can be reduced by incorporating various features in new and existing homes.	
Invite a construction or industrial arts teacher to discuss the costs of including various features when a home is built (e.g., dishwasher, second bathroom, garbage disposal). Make a list of those features which could be omitted while still retaining basic quality.	53
Visit several existing homes or homes under construction to examine the quality of materials and methods of construction being used. Summarize practices which do and do not represent wise decisions from an economic and environmental standpoint.	
Invite a building inspector to discuss the various building permits/codes enforced in your area and the costs involved in meeting them. Summarize what you learned.	
Review current legislation concerning rebates and tax deductions on home improvements (e.g., insulation). Brainstorm additional incentives that would benefit the environment and the consumer.	
Invite a representative from the county assessor's office to discuss ways in which property taxes are determined. Estimate the total yearly taxes which would have to be paid on various types of property, taking into account the current renter's and land owner's tax rebates. Compile the information and develop a list of criteria to consider when making financial decisions regarding buying/renting a home.	146
Invite loan officers from several different lending institutions (e.g., savings and loan, commercial bank, G.I. or FHA loan office) to discuss types of home loans available. Ask about application procedures, qualification requirements and interest rates. Summarize what you learned.	72
Compare the cost of owning versus renting a mobile home for ten years. Identify factors that would affect the decision to buy or rent a mobile home (e.g., mobility, income, personal preference, maintenance).	

Complete a cost comparison on renting versus buying a particular home for a five-year period of time. Determine which is more costly, which offers more freedom/security, which is the better investment and which is more satisfying to the individual. Debate the issue of renting versus buying a home. Summarize factors that influence decisions related to renting and buying (e.g., mobility, maintenance costs, personal skills).

Using interviews and resource materials, investigate the costs of moving into an existing home in good condition, an existing home that needs renovating and a previously unoccupied home. Summarize the types of costs and expenses involved. Share findings in class. 30

Investigate the cost of buying a condominium or townhouse. Identify benefits of owning this type of housing (e.g., recreational facilities, freedom from maintenance responsibilities, investment return). Invite a condominium owner to discuss the advantages/disadvantages of this type of housing. Summarize what you learned.

SUGGESTED COURSE GOAL *The student will be able to identify types of services and sources of information available to the consumer in selecting a livable environment.*

LEARNING EXPERIENCES	RESOURCES
As a class, brainstorm potential sources of housing information/services/assistance. In groups of two, investigate one or more of these using newspapers, periodicals, government publications, the chamber of commerce, real estate offices, state housing agencies and the Better Business Bureau. Report your findings in class.	138
Investigate housing-related services provided by the chamber of commerce. Develop a list of additional local agencies and individuals that can assist the consumer in selecting a living environment. Identify the services provided by each. Share information in class.	
Using a local telephone directory, identify the types of services and sources of information listed that would be helpful to the consumer in selecting a living environment. Construct a brochure based on your findings and distribute to interested persons.	84
Review one or more magazine articles offering information about selecting a home. Report main ideas to class. Devise a checklist of factors to consider when selecting a living environment.	189
Interview parents, neighbors and friends to determine services and sources of information they have used in making housing choices. Compile information to present in a class symposium.	51
Interview a county extension agent to identify types of services and sources of information available to people buying or renting a home, farm or ranch. Collect and review written resources from the extension service related to selecting a living environment.	
Write to consumer affairs agencies to obtain information regarding services, including publications, available to the consumer. Share information in class.	
Investigate services an interior designer provides consumers when selecting a livable interior environment. Summarize your findings.	
View *Home and Property Protection.* Make a list of the types of services available to persons when selecting and maintaining a livable environment.	219
Invite a banker to discuss the services provided by a bank for people building or buying a home or mobile home. Summarize what you learned.	43
Invite a representative from Housing and Urban Development to explain the function of the organization and the assistance it offers to low-income individuals when making housing decisions. Summarize main points presented.	58
Discuss rental housing with a rental agency representative or a person from the local apartment owner's association. Identify types of services these organizations provide in selecting a living environment.	
Investigate the types of information available to people who are choosing a nursing or retirement home for themselves or a family member. Share information in class.	
On the basis of a personal assessment of living environment preferences (e.g., big city, suburban housing, small town), select a location in which you might like to live in the future. Identify sources of information that could be used to find out about housing options in that location. Write the appropriate organizations for that information. Analyze the information received and discuss ways of acquiring information not received. Share findings in class.	

SUGGESTED COURSE GOAL *The student will be able to identify types of services and sources of information available to the consumer in making housing transactions.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm options available for moving belongings from one location to another. Invite a local moving company representative to discuss services provided by moving companies, the costs and how they are appraised, the advantages/disadvantages of being moved by a company and the methods of packing/storing home furnishings. Compare these factors with those of moving oneself in a rented moving vehicle.	12 17 23
Obtain from the post office a packet of hints for successful moving. Discuss the steps involved in moving to a new location and complete the packet as if you were moving to a different town.	31
Interview several employers regarding the benefits they provide employees who are transferred. Compile a list of benefits provided and discuss the importance of these services when selecting and/or changing jobs.	37
Study steps involved in buying and selling a home. Interview individuals who have recently sold or purchased homes without the aid of a realtor. Find out about the advantages and disadvantages and types of services and sources of information that are available to the buyer/seller. Before summarizing in class, invite a real estate agent to discuss services offered by a real estate firm when purchasing or selling a home and the advantages/disadvantages of going through an agency. Compare differences between the two methods of buying and selling a home.	80
Invite an escrow officer to discuss the types of services provided by a title insurance company. Discuss the advantages, costs and laws governing a housing transaction made through a title company.	
Invite several resource people (e.g., realtor, FHA representative, credit union administrator, loan officer, lawyer and veterans administration representative) to discuss types of services provided by their organizations to consumers making housing transactions. Develop a class checklist to illustrate organizations and services provided in terms of their value.	
Using case studies of individuals with particular housing needs and given amounts of money to spend, simulate the actions that could be taken in locating housing and following through with a buying or renting transaction. Investigate the use of newspaper ads, rental agencies, real estate agents, friends and family as sources of information. Investigate the types of services and financing alternatives available and the total costs of buying/renting, moving and setting up the new household.	

SUGGESTED COURSE GOAL *The student will be able to identify rights and responsibilities of landlords, tenants, sellers and home buyers.*

LEARNING EXPERIENCES	RESOURCES
Invite an attorney to clarify the meaning of legal terms commonly used in housing transactions and to discuss the legal rights and responsibilities of the parties involved in housing transactions. Summarize what you learned.	
View *Democracy: The Role of Dissent.* Debate the landlord and tenant positions regarding housing choices.	209
In pairs, visit several structures for lease or rent, inquiring about deposits, payments, rights and responsibilities of tenant and landlord, and conditions of rental agreements. Compare findings and discuss possible reasons for similarities and differences.	
List factors to consider before signing a rental or lease agreement (e.g., who pays utilities, are pets allowed, what are the restrictions on noise, who pays for fire damage) and the landlord/tenant rights and responsibilities related to each. Develop a rental/lease agreement that would meet the needs, rights and responsibilities of both tenant and landlord. Review several lease and rental agreements and compare with the one developed. Debate the pros and cons of written and oral rental agreements in terms of the rights and responsibilities of landlords and tenants.	67
Invite a representative from OSPIRG (Oregon Student Public Interest Research Group) to discuss tenant/landlord rights and responsibilities and actions that can be taken when rights are violated. Identify the steps to follow when one has a complaint against a landlord or tenant.	30
Invite a panel of landlords and tenants to discuss what makes a good landlord and a good tenant and the rights and responsibilities of each. Develop a checklist based on the discussion.	63
Develop a list of conflicts that could occur between landlords and tenants and role play one or more of them. Formulate solutions to the problems based on Oregon laws.	62
Review several home loan contracts to determine the provisions contained in each, including protective legal clauses and possible pitfalls. With a loan officer, discuss the rights and responsibilities of buyer/seller/lender as stated in each contract.	85 95

SUGGESTED COURSE GOAL *The student will be able to use guidelines for home buyers, sellers and renters in making housing decisions.*

LEARNING EXPERIENCES	RESOURCES
View *Renting* and *Buying*. Discuss the advantages and disadvantages of renting versus buying housing.	272 256
Invite a building contractor to discuss the advantages/disadvantages of building a home and guidelines potential buyers can use in evaluating a newly built or existing home. Summarize what you learned.	
Investigate and compare the cost of buying a ready-built home, a semi-finished home and a custom-built home of equal size and quality. Invite a person who has recently built a home to discuss the problems encountered and solutions employed. Formulate a list of guidelines concerning home building from the information you received.	
Find and report findings on materials used for building houses. List the uses, advantages and disadvantages of each identified type and develop guidelines for selection based on your findings.	87 84
View *What You Should Know Before You Buy a Home.* List the important considerations that prospective home buyers should be aware of.	248
Brainstorm advantages and disadvantages of buying an older home. Interview individuals who are buying or have bought older homes. Discuss remodeling projects undertaken, satisfactions, problems and factors that should be considered before buying an older home. Develop guidelines for choosing an older home based on what you learned.	
Invite a mobile home dealer to discuss factors related to buying a mobile home and selecting a lot (e.g., costs, financing, options, advantages/disadvantages). Make a class list of guidelines to follow when purchasing a mobile home.	66
Study the factors involved in purchasing recreational property and housing. Develop guidelines that could be used by persons considering such purchases.	
Develop a checklist of factors to consider when selecting and buying a home, mobile home and condominium; selling a home, mobile home and condominium; renting a home or apartment. Include such factors as inside construction, outside construction, living space and yard.	281
Based on a projection of your income after graduation, formulate a budget for housing. List your probable needs and wants and, using newspaper ads, select one appropriate housing option. Develop a checklist to use in evaluating the housing unit and then visit it to see how well it would meet your criteria. Report your findings in class.	
Given a case study describing a family, their housing needs, their lifestyle, preferences and economic resources, determine whether they should buy, build or rent a home. Give reasons for your decisions and cite guidelines followed.	

SUGGESTED COURSE GOAL *The student will be able to identify factors affecting the financing of a home.*

LEARNING EXPERIENCES	RESOURCES
Define terminology associated with housing transactions and discuss the financial responsibilities associated with various phases of home buying and ownership (e.g., mortgage, deed, down payment, principal, interest, disclosure exemptions, amortized mortgage, discount points, title insurance, settlement costs, resale value, record keeping). Invite a loan officer, escrow officer or realtor to discuss these terms and clauses and their importance to a home buyer.	84 12 19
View *Wise Use of Credit and Personal Finance Planning.* Investigate the percentage of monthly/annual income that individuals or families can safely invest in a home if they are renting, saving for a down payment, making house payments. Discuss guidelines for using credit to purchase a home.	249
Invite a representative from a credit bureau to discuss credit investigations, credit ratings and effects of past credit history on potential home buyers. Summarize your findings.	
Brainstorm sources of home mortgage loans. Discuss case studies regarding individuals in different situations trying to obtain a home loan (e.g., unmarried couple, divorced person, unemployed couple, elderly couple, veteran). Keeping them in mind, visit several different lending institutions in your community to determine the various types of loans available and the requirements necessary to secure them. Compare your findings in class and relate to the case studies.	
Complete samples of housing loan forms obtained from different lending institutions. Gather additional information that would be necessary to obtain a housing loan (e.g., insurance policy face value, debts, savings account). Summarize what you learned.	
Investigate current interest rates at a variety of lending institutions. Compute the total cost of a home using the variables of down payment, interest rate and number of years of mortgage. Discuss implications of your findings.	
Investigate the advantages and disadvantages of making double payments on a home loan. Discuss the policies of various lending institutions with respect to double payments.	
Investigate various types of loans that can be secured for home improvements. Include information on sources of loans, requirements for obtaining them, finance charges, interest and total costs when reporting your findings.	
Conduct a class simulation of buying, building and selling a given home. Contact individuals who would be involved to determine procedures and costs. Select the best options and secure and fill out all necessary forms. Evaluate the amount of time and effort required for each process and the costs involved. Summarize by listing those types of costs which can be expected when buying, building and selling a home.	

SUGGESTED COURSE GOAL *The student will be able to identify types of insurance available to protect the homeowner and renter.*

LEARNING EXPERIENCES	RESOURCES
Invite a representative from an insurance agency to discuss terminology related to insurance, types of insurance available to homeowners and renters, amount of coverage needed and costs. Summarize the main points covered.	19 12
Review brochures describing basic homeowners and renters insurance (e.g., standard fire insurance, renters personal property insurance) and various forms of coverage (e.g., property coverage, personal liability, personal property, living expenses). Identify and define common terms used. Compare the advantages and disadvantages, costs, coverage and claim services of the different types of policies.	31 84 61
Brainstorm the various perils against which properties are insured. Discuss the costs, coverage and need for each type of insurance. Debate the pros and cons of obtaining homeowners and renters insurance, based on a cost-benefit analysis.	30
Given a case study of a particular family and home, select a homeowners or renters insurance policy. List the various types of insurance needed and total annual costs. State reasons for choices of particular insurance policies. Given case studies of individuals with particular policies, determine situations in which they would/would not be protected by their homeowners or renters insurance.	
Interview an insurance agent to discuss mortgage insurance and the characteristics of different types of mortgage insurance policies. Find out how one can determine when mortgage insurance is a desirable investment. Summarize your findings.	
Invite an insurance claims adjuster to discuss insurance claims and coverage, precautions to take to avoid a loss (e.g., inventory of furnishings, serial numbers of appliances, legal fencing) and the procedure to take in making a claim should a loss occur. Summarize points of the discussion.	

SUGGESTED COURSE GOAL *The student will be able to apply guidelines of personal and family resource management to housing and home furnishings.*

LEARNING EXPERIENCES	RESOURCES
Invite a person from your local Consumer Credit Counseling Service to discuss budgeting guidelines which apply to housing (e.g., the relationship of a family's total income to the percentage of income that can safely be allotted to monthly house payment/rent, saving for a down payment, making house payments or paying for furnishings). Identify credit problems specifically related to housing and home furnishing purchases.	23 31 84
Estimate costs involved in family housing. Cite major expenses in providing housing (e.g., maintenance, insurance, taxes). Predict the approximate amount a newly married couple would spend for each expense at specific income levels. Interview couples to determine the accuracy of your estimates. Summarize how the amount spent on housing is related to the couple's economic and family situation.	270 255 277 87
Interview a number of homeowners and renters regarding housing costs. Discuss with each the overall cost of housing including upkeep, repair and utility costs. Investigate the cost of home services/utilites in your area (e.g., telephone, garbage, water, lights). Discuss those factors that will result in monthly cost variations. Summarize and compare findings in a class discussion.	82 266
Analyze the necessity of long-term planning for housing needs. Determine the specific housing expenses that must be included in a family's long-term plans (e.g., down payment, major pieces of furniture and equipment, upkeep costs). Develop guidelines for planning based on your determinations.	
Given case studies of different family situations, including levels of income, work in groups to establish budgets for housing. Share and compare budgets. Justify your work.	181
Interview your parents or other community homeowners to determine ways in which property taxes can be paid. Report your findings in class and relate to overall resource management.	
List home furnishings that are considered major purchases. Investigate buying furnishings on time and formulate guidelines for doing it. Discuss the importance of being aware of such things as interest rates and double payment allowances.	
Discuss the desirability of having a plan for purchasing home furnishings. Investigate the cost of purchasing furnishings which are multifunctional versus single-use. Present your findings in class and develop a list of guidelines that could be used when purchasing multi-use furnishing items.	83 185 69
Visit several local retail stores to determine the cost of purchasing various home furnishings separately and as a package. Compare high-priced, moderately-priced and economically-priced furniture in terms of durability, style and construction. Determine the advantages and disadvantages of purchasing furniture in various price ranges. Report findings in class and develop guidelines for use when purchasing home furnishing items.	
Review newspaper and magazine articles related to home maintenance and repair. Assemble a guide for routine maintenance and repair tasks. As a follow-up activity, draw a card from a deck of home maintenance problems and formulate several plans for solving the problem. Share ideas in a class discussion.	111 108 109 110
Invite a contractor/builder to discuss various types of home improvement and remodeling projects. Brainstorm examples of home repair projects that could be done either by family members or by a professional. Discuss resource considerations (e.g., time, money, skills). Give examples of how skills can be acquired to save money.	113 105 107
Given a case study describing a situation in which a home no longer meets the needs of a particular family, describe ways in which remodeling could be used to remedy the situation. Research the costs of remodeling projects (done by the family and by a professional) and develop general guidelines which can be used to determine whether remodeling should be undertaken.	

SUGGESTED COURSE GOAL *The student will be able to use resource information for selection and maintenance of home furnishings.*

LEARNING EXPERIENCES	RESOURCES
Interview representatives from various consumer protection organizations (e.g, Better Business Bureau, OSPIRG) regarding characteristics to look for in selecting/buying home furnishings items. Report findings to class. Identify companies that manufacture home furnishings. Write letter to each asking for information regarding their products: materials used, construction, designs and costs. Evaluate on the basis of information gained from the consumer organizations.	0
Using current consumer information publications, prepare checklists to use when selecting various interior furnishings items (e.g., carpeting, draperies, upholstered furniture). Distribute to interested persons.	57 129
Collect and review several guarantees and warranties for home furnishings. Compare readability, coverage and conditions of service. Summarize by discussing the advantages of guarantees/warranties and their use as a consumer resource.	
Relate experiences of unsatisfactory furnishings purchases made by self, family, friends or others. Brainstorm ways of avoiding poor furnishings decisions. Discuss the actions a consumer can take when items prove unsatisfactory.	
After visiting a local department store, list all sources of information observed which might help with the selection and maintenance of home furnishings (e.g., labels, booklets, guarantees/warranties). Discuss the need for and use of each source. Study the labels on several home furnishings. Discuss the information provided and the laws affecting the labeling of home furnishings items, including textiles incorporated in them.	
Select one major home furnishings item to investigate. Visit at least three retail outlets and compare costs, quality, guarantees/warranties and special features of the brands. Use what you learned to make a final selection. Justify your choice in a class discussion.	
Invite a professional home cleaner to discuss methods appropriate for maintaining home furnishings. Identify costs involved in terms of money, time, energy and skills. Demonstrate the proper use and maintenance of one common household furnishings item. Use consumer magazines, use-and-care booklets, and other resources for preparing your demonstration. Review main points in a class discussion.	
Review home furnishings "do-it-yourself" repair manuals. Select one household furnishings item needing repair and complete a simple repair project in class. Evaluate the results.	
Given a limited amount of money to spend, select the home furnishings you would purchase to place in your home. Use consumer information and your personal values as a basis for listing choices and justifying selections. Discuss possible ways of improvising home furnishings to keep costs down.	
Given case studies of individuals with particular resources (e.g., limited money, particular skills and energy level, given amount of time) determine how their unique home furnishings needs could be met. Use catalogs, newspaper ads, magazines and comparison shopping to identify the available alternatives. Select one item for each individual that would meet his or her needs and justify your selections.	

SUGGESTED COURSE GOAL *The student will be able to select, use and care for interior furnishings and accessories.*

LEARNING EXPERIENCES	RESOURCES
Using a "feel" box containing various materials used in furnishings construction (woods, cork, fabric, vinyl), determine which would be best suited for different furnishings purposes. Use durability and sensory appeal as the basis for your decisions. Compare your feelings and decisions with other class members.	23 38
View *Home Decoration Series: Selecting Furniture, Parts I and II.* Select a specific furnishings or accessory item (e.g., coffee table, lamp, sofa, floor covering, drapes) to investigate. Visit a local furniture store and ask a salesperson to discuss construction techniques, special features, cost and quality of various item alternatives. Select the one you feel is the best buy and state the reasons for your decision. Report your findings in class and, if possible, include a demonstration of the proper use and care of the selected item.	261 12 18 130
Invite a person from an upholstery shop or visit a furniture construction factory to discuss furniture upholstery. Find out about materials and methods used in constructing and reupholstering furniture. Summarize those practices that result in "quality" products.	174 180
Demonstrate the care of various woods, fabrics and surfaces used in the construction of furnishings. Make a class list of general rules for home furnishings care.	161 49 19 162 118
View pictures and samples of various methods of furniture construction, joint construction, surface finishes, woods (e.g., veneers, solids). Invite the school industrial arts teacher to discuss various types of wood and wood joints used in furniture construction. Discuss factors to consider in judging quality, durability, and care of wood furniture pieces. Determine those best suited for various furnishings uses. Formulate guidelines for selecting quality home furnishings.	290 185 273 171
Using carpet samples, experiment with various cleaning products available on the market. Write recommendations related to caring for and cleaning carpets of various fiber contents, weaves, designs and appearances.	152
Invite the metals instructor (or a local welder) to discuss the metals used in home furnishings, properties of various metals, joinings used for metals and how to judge quality in furnishings constructed from metals. List furnishings and accessories made of metal or incorporate metals in their construction. Explain appropriate selection, use and care of each.	
View *Interior Decorating: A Practical Approach, Part III: Accessories Are the Key* or *Accessories.* View pictures of room interiors and analyze the accessories selected in terms of their use, appropriateness and estimated value. Determine the care each accessory item would require.	265 253
Using reference books, investigate the processes used in tiedyeing, batik, macrame and decoupage. Determine what contributes to quality work and develop a list of guidelines to use in selecting home accessories made with these processes.	10
Demonstrate techniques and show examples of handcrafts (e.g., crochet, decoupage, embroidery, needlepoint) that can be used in creating interior furnishings and accessories. Construct samples of a variety of these handcrafts for a portfolio. List materials needed for each method. Choose one technique to investigate further, select materials and complete a room accessory project (e.g., pillow, wallhanging).	
Invite a person from a frame shop to demonstrate how to frame, group and hang pictures. Discuss the advantages/disadvantages, costs and skills required to frame pictures yourself.	
List the characteristics desirable in fabrics used for particular interior furnishings (e.g., weaves, finishes, durability, blends). Compile fabric swatches in a portfolio to illustrate a variety of fabric/fiber characteristics (e.g., satin weave, double weave, waterproof finish). Investigate the cost (e.g., energy consumed, natural resources used, money expended) of manufacturing natural and synthetic fibers and fabrics. Summarize findings and debate the use of nautral/man-made fibers/fabrics in home furnishings construction.	

Using carpet, drapery and upholstery samples, conduct durability tests. Compare results as to method of construction, flammability, cleanability and fiber content.

Collect pictures and instructions on updating, renovating or building interior furnishings. Select a simple home furnishings project to complete in class. Explain the use and care of the project in your home. 6

View *Wall to Wall Decorating.* Given a case study of a family with a set home furnishings budget, develop a plan for purchasing home furnishings to meet their needs. Determine which presently owned furnishings could be adapted for new use, and which should be purchased new and/or used to fit the family's budget, skills, preferences, tastes and lifestyle. Justify your decisions. 245 52

SUGGESTED COURSE GOAL *The student will be able to utilize resource information in the selection, use and care of household equipment.*

LEARNING EXPERIENCES	RESOURCES
Review several use-and-care booklets provided with household equipment. Evaluate the information given in terms of its value in assisting with the selection, use and care of equipment items.	81
Locate the nameplates on several small appliances and equipment. Evaluate the degree to which information requirements are met by each. Discuss the information provided in terms of its usefulness to the consumer.	40 68
Study various magazine and organization consumer seals of approval placed on household equipment. Discuss the advantages/disadvantages, value, meaning and significance of each.	194
Review examples of household equipment advertisements. Evaluate the consumer information provided in each. Formulate guidelines for using this type of resource information.	
Investigate consumer information magazines to identify selection, use and care guidelines for purchasing one type of household equipment. Report findings regarding price, quality and features available.	
Investigate warranties and guarantees accompanying household equipment. Identify warranty/guarantee regulations and how they affect the selection, purchase, use and maintenance of household equipment. Differentiate between full and limited warranties and discuss special warranty features important to consider before purchasing household equipment.	
Given examples of gimmicks often used in the sale of household equipment, identify factors to consider when selecting household equipment (e.g., design, safety features, brand, construction, cost, use, care, efficiency of operation, guarantee, warranty, appearance, storage required). Discuss the importance of selecting equipment on the basis of quality rather than method of salesmanship.	
Invite a county extension agent or utility company representative to demonstrate the selection, use and care of household equipment. Discuss the energy use of equipment, advantages/disadvantages of various types and ways of conserving resources with/without the use of household equipment. Summarize the role of the extension service and utility company in providing consumer information.	

SUGGESTED COURSE GOAL *The student will be able to select, use and care for household equipment.*

LEARNING EXPERIENCES	RESOURCES
Visit a local appliance store to investigate the various types, brands, features and costs of small and large appliances. Ask a salesperson to demonstrate the use and care of several items. Summarize findings by formulating guidelines for the selection, use and care of household appliances.	81
Brainstorm a list of the small and large household equipment available on the market. Individually rank the items in terms of the importance of possessing each. Determine which household equipment you would choose to own if you could afford only one. Explain your choice. Discuss which items you could do without and why you may choose not to have them (e.g., energy conservation, cost, need).	38 44
Using consumer information journals and comparison shopping, find the types (e.g., brands, qualities), cost and proper care of one item of household equipment. Based on information gained, select the best buy and list justifications for the decision. Report your findings in class, including a demonstration of the equipment.	18
Visit the housewares department of a local department store. Make inquiries regarding the selection, use and care of china or dinnerware, silver or stainless steel flatware, crystal, metal cookware and ovenware. Develop a checklist of factors to consider when selecting, using and caring for these items.	48
Visit a local department store to investigate the availabil ty of equipment that have more than one use. Select one item and list the advantages and disadvantages of its multi-use characteristics. Report findings to class and develop guidelines for selecting multi-purpose equip ent.	
Investigate factors to consider in selecting sewing machines. Review sewing machine booklets to learn how to use and care for sewing machines. Practice use and care of sewing machines in the school clothing lab and at home.	
Brainstorm possible accidents that can occur as a result of improper use of household equipment. Develop a list of guidelines to follow when using household equipment to prevent accidents and attain optimum use of the equipment.	

SUGGESTED COURSE GOAL *The student will be able to choose and care for major interior surface finishes.*

LEARNING EXPERIENCES	RESOURCES
Visit a local hardware or home improvement store to observe available types and qualities of paints, paneling, flooring and counter-top materials. Ask a store representative to discuss factors to consider in determining and selecting quality, combining interior surfaces, using various materials and caring for finishes. Summarize findings by writing guidelines for the selection, use and care of interior surface finishes.	31 12
Secure several types and brands of paints available for interior use. Discuss the advantages/disadvantages of using oil-based paint versus water-based paint. Conduct product testing to determine durability, cleanability and appropriate use of each. Compile results in a checklist to be used for paint selection..	
After viewing samples of wallpaper and paint, discuss the selection of each on the basis of design, durability and upkeep. Investigate the costs of painting versus wallpapering various sized rooms. Identify factors to consider when choosing between paint or wallpaper for a given area (e.g., decorative effect, durability, cleanability, cost). Identify times when each type of wall treatment would be appropriate for particular family situations.	15
Visit a wood products company that manufacturers interior paneling. View various kinds of paneling and finishes. Ask a representative to discuss factors regarding the construction, cost, application and care of various types of paneling. Summarize what you learned.	
Investigate various types of glass products currently being used for interior surface finishes. Analyze each for durability, ease of maintenance, cost and appearance. In class, identify the advantages and disadvantages of various types and indicate uses for which each type would be appropriate.	
Invite an interior decorator to discuss draperies, curtains, shades and shutters (e.g., materials used, cost, construction, selection, use and care). Formulate guidelines for the selection, use and care of various window treatments.	
In small groups, study various types of floor coverings (e.g., vinyl, linoleum, carpets, hardwood, brick, slate). Determine the quality, use, design characteristics, cost, application techniques, upkeep and care of each. Complete product testing to verify quality and care features. Report findings in a class discussion.	
Collect several brands and types of cleaning agents designed for use on interior surfaces (e.g., wood cleaning products, floor waxes, window cleaners). Test products and compare results. Write recommendations for the use of each.	
Select one room in your home or somewhere else and list the various interior surfaces present. Analyze each surface treatment in terms of appropriateness, ease of maintenance, design characteristics and durability. Make suggestions regarding improvements/changes that could be made to improve the quality and appearance of the interior surfaces in the room.	
Given case studies of particular living situations (e.g., elderly couple in older home, young married couple in "fix-up" rental, young family purchasing new home), select appropriate interior surfaces for walls, floors, ceilings and counter tops. List factors influencing the selections (e.g., easy care, inexpensive, easy installation). Share results in class.	
Given a description of a family and a sample floor plan, select appropriate treatments for walls, ceilings, floors, woodwork and counter tops. Mount swatches and pictures in a collage to illustrate choices. List reasons for your selections.	103

SUGGESTED COURSE GOAL *The student will be able to identify the differing environmental impacts of decisions made when using and caring for selected home furnishings and equipment.*

LEARNING EXPERIENCES	RESOURCES
View *Energy: Less Is More.* Discuss ways in which energy consumption can be slowed down in relation to the use and care of home furnishings and equipment.	215
Brainstorm energy-saving tips that can be used when operating or caring for household equipment (e.g., turn off dishwasher before it gets to heat cycle, replace high-watt light bulbs with lower-watt bulbs, turn thermostats down to 65° F.). Review suggestions for saving energy as given in *Around the House Guide to Energy Savings.* Practice the suggestions made at home for one week and report effects that you observed. (You might wish to learn how to read an electric or gas meter and record actual savings.)	41
Investigate the energy costs of preparing a meal using different equipment (e.g., crock-pot, conventional range, microwave oven, toaster oven, tabletop rotisserie). Develop a list of equipment and preparation techniques which save energy.	
Given a type of food or meal to prepare, calculate the amount of energy consumed when using electrical appliances versus no electrical appliances. Compare the effectiveness and energy (human/nonhuman) used. Report findings in class and discuss factors to consider before choosing a given method of meal preparation.	
Investigate and compare the costs of using human energy-saving appliances versus conventional appliances (e.g., self-cleaning oven versus oven cleaner, frost-free refrigerator versus traditional refrigerator). Discuss the effects of these energy saving devices on the supply of natural resources.	
Measure the amount of water used in the family washing machine for one week. Calculate the amount of water which could be saved by running only full loads and by using a water/suds saver attachment. Investigate the availability of water-saving devices that can be used for washing machines. Report findings in class.	
List appliances in the home which use water. Investigate and compare the amounts of water each uses. Brainstorm recommendations for conserving water in the home (e.g., using appliances with care, not using certain household equipment, not allowing faucets to drip).	
Adjust the cold water faucet in a sink or bathtub to a steady drip. Place a measuring cup under the drip and collect water for 20 minutes. Calculate the amount of water wasted in one hour, one day, one month and one year. Determine ways to eliminate faucet dripping.	
Study the effects various waste disposal methods (e.g., garbage disposals, trash compactors, recycling public garbage collection) have on the environment. Debate which method of waste disposal is least destructive to the environment. Discuss the environmental impact of home product waste.	
Investigate new findings regarding the effects of home care products on the environment (e.g., effect of fluorocarbons on the ozone layer). Report findings in class. Review the labels found on a variety of home care products and list the chemicals found in each. Analyze the effects of each ingredient on the environment. Compare natural cleaning agents with chemical cleaners in terms of effectiveness and environmental impact.	
Invite a representative from a public utilities company to discuss how to use and care for home furnishings and equipment to save energy in the home. Summarize what you learned.	

SUGGESTED COURSE GOAL *The student will be able to determine the influence of time, energy, money and ability in making, buying, repairing or renovating home furnishings, accessories and household equipment.*

LEARNING EXPERIENCES	RESOURCES
Investigate the cost of purchasing one home furnishings item new in relation to buying a similar item at a flea market, used furniture store or bazaar, making it or renovating it. Compare the time, energy and skills needed to obtain the item in each manner. Discuss the factors that need to be considered (e.g., time, money, ability) in determining whether to buy new or used furnishings.	12 23
Identify one accessory item that can be purchased, made at home, or renovated. Investigate the cost (money, skills, time, energy) of obtaining the item by each method. Create the accessory item in class, keeping records of the time and money spent, assistance and skills needed. Upon completion, discuss acceptable means of obtaining the item, using criteria such as aesthetic beauty, ability, personal satisfaction, time spent and cost. Identify times when it might be advantageous to purchase or renovate an item rather than make it.	26 11 10
Demonstrate procedures that could be used in making an accessory item (e.g., napkin, napkin ring, table covering) by recycling fabric scraps or used clothing. Determine whether this is profitable by assessing the time and energy spent while making the accessory and by investigating the cost of purchasing a similar item new.	87 13
Invite a florist to demonstrate how one can make decorative flower and table arrangements using inexpensive materials found in the home (e.g., wax, straw, paper, tissue, plastic, flowers, kitchen utensils, fruits). Estimate the time, energy, money and skills needed to complete such a project. In class, create a decorative arrangement from materials available in the classroom or from home.	9
View *Simple Household Repairs.* Make a list of common home repairs. Discuss factors that may determine whether a professional or a family member can make the repair. Investigate the costs of repairing a particular home furnishings or household equipment item yourself and of having a professional do it. Share findings in class. Formulate guidelines for determining how best to proceed with household repairs.	275
Invite a repairperson to demonstrate methods of household equipment repair. Collect household equipment needing simple repairs and complete repairs in class. Formulate guidelines for making simple home repairs or develop a booklet on making simple household repairs.	
Invite a representative from a home improvement center to demonstrate and discuss the procedures involved in refinishing a piece of wooden furniture. Determine the time, energy, money and skills needed to refinish furniture.	
Study methods of renovating various home furnishings (e.g., reupholstering, antiquing, painting, caning). Have methods demonstrated in class and discuss the time, money and skills needed to complete various types of renovation projects. Select one home furnishings item found at home or in a second-hand store to renovate in class. Complete the renovation and compute time and money costs after project is completed.	

SUGGESTED
PROGRAM GOAL

The student will be able to carry out the occupation of homemaking or pursing a home economics-related career.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify types of jobs related to creating and maintaining livable environments.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm a list of jobs related to living environments. Use telephone directories and other reference materials to identify living-environments job titles and agencies that are oriented toward living environments. From this, compile a list of possible careers in the living-environments area.	29 28 31
View *Planner-Geographer*; *Building a Skyscraper–And the Careers Involved*; or *Building a House and Where Does It Come from.* Compile a list of related careers as seen in the film(s).	228 202 201
Working in groups, select one of the three job clusters in living environments (service, production, design) and list jobs that might fall within each cluster. Develop generalizations about the types of jobs found in each cluster.	16
Develop a bulletin board showing the different types of living-environments community agencies which exist to help individuals and families. Describe the types of jobs available in these agencies.	183
Locate pictures and articles in newspapers and magazines which feature various jobs in the housing field. Create a bulletin board illustrating your findings.	262
Invite interior designers, architects, contractors or other persons with careers in living environments to discuss their personal job experiences. Devise a chart showing job opportunities in living-environments careers in terms of the characteristics of each.	
Take a field trip to various businesses concerned with creating and maintaining living environments. Interview the workers to determine types of jobs available, pay, duties and working conditions. Share findings in class.	
Invite representatives from various living-environments careers to hold a "Career Fair." Interview representatives to identify types of jobs and the benefits and responsibilities associated with each. Share findings in a class discussion.	144
Investigate one living-environments career possibility in which you are interested and prepare a one-page report or give an oral presentation of the career in class. Discuss training requirements, salary, expectations and responsibilities.	

SUGGESTED COURSE GOAL *The student will be able to identify the economic and employment trends related to jobs in creating and maintaining optimum living.*

LEARNING EXPERIENCES	RESOURCES
Visit your local employment service and identify types of jobs related to living environments which are currently available. Report to class.	88
Identify and evaluate opportunities in living-environments careers by investigating the help wanted section of the local paper. Report results in class.	
Invite a person who has developed a successful housing-related business to speak on the experiences he or she has had. Discuss the future of business and employment in that area.	
Interview individuals in living-environments careers, inquiring about trends, changes and the outlook for the future. Share results in class.	
Using various resources (e.g., *Occupational Outlook Handbook, Occupational Quarterly*), study the past, present and future trends of an occupation related to living environments in which you are interested. Share information on various occupations by giving oral reports.	183 184
Write to various training institutes (e.g., vocational schools, correspondence schools, community colleges and universities) to inquire about the economic and employment trends of jobs in the area of living environments. Identify geographic locations where employment will most likely be available. Report findings in a class discussion.	
Write letters to professional and trade associations (e.g., American Home Economics Association, American Institute of Architects, American Institute of Interior Designers) to inquire about economic and employment trends affecting job opportunities in the living-environments field. Share findings.	
Using the Career Information System, select a job in the living-environments field and determine current and future possibilities for employment in it. Report findings in class.	

SUGGESTED COURSE GOAL *The student will be able to determine interests and attitudes necessary for employment in jobs related to living environments.*

LEARNING EXPERIENCES	RESOURCES
As a class, brainstorm ways a career develops. Relate this to one's interest and growth in a career. Discuss aspects of personal job satisfaction. Identify factors to be considered when selecting a career.	
View *Keeping Your Job in Work.* Relate to one's attitude and interest in a career.	225 135
Analyze your own hobbies and interests. Relate them to careers in living environments. Explore possible careers in living environments based on hobbies/interests.	24
Complete an interest and attitude survey (e.g., California Occupational Preference Survey) to determine whether you have an interest in jobs related to living environments.	28 29
Observe a person on the job in a living-environments career. Compile a list of attributes illustrated by this person. Report findings to class.	74
View *ABC's of Getting and Keeping a Job.* Interview a person employed in a living-environments career. Inquire about the attitudes and interests one needs to succeed in the area. Relate to one's own attitudes and interests.	257

SUGGESTED COURSE GOAL *The student will be able to describe the abilities and skills necessary to pursue a career in the area of creating and maintaining living environments.*

LEARNING EXPERIENCES	RESOURCES
Complete a checklist to identify your personal abilities and skills. Determine how well these skills qualify you for jobs currently available in the housing industry and for those likely to be available in the future.	
Complete a paper-bag activity. On the outside of a paper bag place pictures of abilities you have and on the inside place pictures of skills you would like to develop. Share in class and discuss how these abilities and skills influence career choices.	114 112 106
List skills or desires that point to a career in housing. Identify work experience, including volunteer work, which would relate to a career in housing.	
Arrange to observe a person working in a living-environments job. Keep a diary of the abilities and skills that person used in his or her work. Report your findings in class.	
Explore several supportive and professional careers in each living-environments job cluster (e.g., by going on field trips or interviewing employers). Develop generalizations about abilities needed to perform jobs in each cluster.	
Invite several persons who work in jobs related to living environments to describe the abilities and skills needed to pursue their careers. Compare the speakers. Compare to your own abilities and skills.	
Invite a career or vocational counselor to discuss various living-environments jobs and the kinds of skills needed. Note differences and similarities. The counselor may also help determine your world of work aptitudes by using testing devices. If so, relate the results to job possibilities in living environments.	

SUGGESTED COURSE GOAL *The student will be able to describe training requirements for jobs related to creating and maintaining optimum living environments.*

LEARNING EXPERIENCES	RESOURCES
View *Job Interview: The Way It Is.* Discuss aspects of satisfactory job interviews and identify methods of preparing for an interview. Practice interview techniques in class.	224
Develop a bulletin board which depicts the basic procedure for finding a job. Review periodically in class.	28
Using the Career Information System, determine the training required for a living-environments job in which you are interested. Share findings in a class discussion.	4
Develop a collage of living-environments jobs. Include the training needed, characteristics of the jobs and benefits to be expected. Display in the classroom.	31 32
Read about job opportunities in housing. Divide into interest groups (e.g., architecture, drafting, engineering, interior design, real estate, construction, building materials, home furnishing, utility companies, government-related jobs). Review the necessary training requirements for the various occupations. Report findings in class.	74
Visit a trade school, community college or university where one can secure training for a living-environments occupation. Consult an advisor for information regarding program requirements and anticipated employment upon graduation.	
Invite a person from a building trades union to discuss apprenticeship programs available for jobs related to creating and maintaining living environments. Summarize requirements for admission and terms of the training.	
Interview persons currently working in jobs related to living environments to determine when and how to get the required training, including how long it takes and what it costs. Share information in class.	

SUGGESTED COURSE GOAL *The student will be able to determine alternatives for securing training needed for occupations in the area of living environments.*

LEARNING EXPERIENCES	RESOURCES
Invite a school counselor or teacher to discuss how relevant entry job skills can be acquired for jobs in living environments. Discuss advanced training possibilities as well as training availability.	182 183
Invite a representative from an occupational or vocational rehabilitation center to discuss alternate methods of securing training for various jobs.	
View *Preparing for the Job You Want.* Invite employers in living-environments areas to discuss types of training they would like their employees to have (e.g., on-the-job training, college, correspondence schools, technical schools, adult education, apprenticeship). Summarize what you learned and compare with information presented in the filmstrip.	271
Invite work experience coordinators to discuss the advantages/disadvantages and opportunities of work experience or on-the-job training. Summarize main points brought out in the discussion.	
Arrange a panel (or "Career Fair") of people in living-environments occupations (e.g., architecture, drafting, contracting, trade unions, interior design, landscaping) to discuss how they received their training. Summarize methods of securing training and discuss availability, advantages and disadvantages of each.	
In groups, select a career in living environments and develop a plan for securing the necessary training. Evaluate the plans in terms of cost and degree of job transfer skills acquired. Share plans in class.	
Using high school course descriptions and various college catalogs, identify courses and programs related to developing skills for occupations in living environments. Share ideas in a class discussion.	

ASSESSMENT

In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

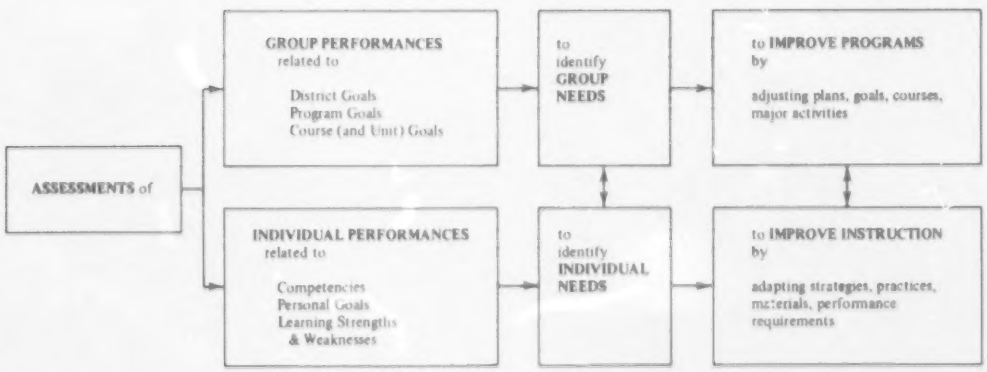
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*–asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*– asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



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Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Living Environments?*

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions.* (Salem: Oregon Department of Education, 1977).

data reportedly accurate at time of publication

RESOURCES

Print

	Books & Articles for Students	*Address*
1	Allen, Phyllis S. *The Young Decorator.* Provo, UT: Brigham Young University Press, 1974.	Brigham Young University Press 205 University Press Bldg Provo, UT 84602
2	Arnow, Harrietta. *The Dollmaker.* New York: Macmillan Publishing Co, 1967.	Macmillan Publishing Co 866 Third Avenue New York, NY 10022
3	Baker, Bill. *House of Ideas: Creative Interior Design.* New York: Macmillan Publishing Co, 1974.	(see 2)
4	Barclay and Champion. *Teen Guide To Homemaking.* New York: McGraw-Hill Book Co, 1972.	McGraw-Hill Book Co 1221 Avenue of the Americas New York, NY 10020
5	Better Homes and Gardens. *Better Homes and Gardens Decorating Book.* Des Moines, IA: Meredith Corporation, 1975.	Meredith Corporation Consumer Book Division 1716 Locust Des Moines, IA 50336
6	Better Homes and Gardens. *Better Homes and Gardens Decorating Ideas Under $100.* Des Moines, IA: Meredith Corporation, 1971.	(see 5)
7	Better Homes and Gardens. *Better Homes and Gardens Gardening Book.* Des Moines, IA: Meredith Corporation, 1975.	(see 5)
8	Better Homes and Gardens. *Decorating Homes.* Des Moines, IA: Meredith Corporation, n.d.	(see 5)
9	Better Homes and Gardens. *Decorating Made Easy.* Des Moines, IA: Meredith Corporation, n.d.	(see 5)
10	Better Homes and Gardens. *Sewing for Your Home.* Des Moines, IA: Meredith Corporation, 1974.	(see 5)
11	Better Homes and Gardens. *Treasures from Throwaways.* Des Moines, IA: Meredith Corporation, 1976.	(see 5)
12	Craig, Hazel. *Homes With Character.* Indianapolis, IN: D.C. Heath & Co, 1970.	D.C. Heath & Co College Department 2700 North Richardt Avenue Indianapolis, IN 46219
13	Druper, Dorothy. *365 Shortcuts to Home Decorating.* New York: Pocket Books, Inc, 1969.	Pocket Books, Inc Division of Simon and Schuster 1230 Avenue of the Americas New York, NY 10020

	Books & Articles for Students	*Address*
14	Eckstein, Artis A. *How To Make Treasures from Trash.* Great Neck, NY: Hearthside Press, Inc, 1972.	Hearthside Press, Inc 445 Northern Boulevard Great Neck, NY 11021
15	Elms, John. *All About Walls.* New York: Popular Library, Inc, 1969.	Popular Library, Inc Unit of CBS Publications 600 Third Avenue New York, NY 10011
16	*Exploring Careers in Living Environments.* Bloomington, IL: McKnight Publishing Co, 1975.	McKnight Publishing Co PO Box 2854 Bloomington, IL 61701
17	Garrett, Pauline. *Consumer Housing.* Peoria, IL: Chas. A. Bennett Co, Inc, 1972.	Chas. A. Bennett Co, Inc 809 West Detweiller Drive Peoria, IL 61614
18	Idleman, Hillis. *Housing, Furniture, and Appliances.* New York: McGraw-Hill Book Co, 1975.	(see 4)
19	Levy, Feldman, and Sesserath. *The Consumer in the Marketplace.* Belmont CA: Pitman Publishing Corporation, 1976.	Pitman Publishing Corporation 6 Davis Drive Belmont, CA 94002
20	McDermott, Norris, and Nicholas. *Homemaking for Teenagers Book II.* Peoria, IL: Chas. A. Bennett Co, Inc, 1972.	(see 17)
21	Maholy-Nagy, Sibyl. *Native Genius in Anonymous Architecture in North America.* New York: Schocken Books, Inc, 1976.	Schocken Books, Inc 200 Madison Avenue New York, NY 10016
22	Morris, E. and M. Winter. *Housing, Family and Society.* New York: John A. Wiley & Sons, Inc, n.d.	John A. Wiley & Sons, Inc 605 Third Avenue New York, NY 10016
23	Morton, Ruth, Hilda Geuther, and Virginia Guthrie. *The Home: Its Furnishings and Equipment.* New York: McGraw-Hill Book Co, 1970.	(see 4)
24	Paolucci, Faiole, and Thompson. *Personal Perspectives.* New York: McGraw-Hill Book Co, 1973.	(see 4)
25	Plumb, Barbara. *Young Designs in Living.* Des Moines, IA: Meredith Corporation, n.d.	(see 5)
26	Reist, Janet. *Elegant Decorating on a Budget.* New York: Macmillan Publishing Co, 1972.	(see 2)
27	Schmelzel, Carol. "Home Safe Home," *FORECAST for Home Economics.* December 1976, pp. 18-19.	FORECAST for Home Economics 902 Sylvan Avenue Englewood Cliffs, NJ 07632
28	Schneider, Rita Marie. *Interior Design Careers.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977.	Prentice-Hall, Inc Route 9 West Englewood Cliffs, NJ 07632
29	Schwartz, Sidney. *Housing Careers.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977.	(see 28)

Books & Articles for Students	*Address*
30 Seligmann, Nancy. *Homesteading in the City.* Chicago, IL: Follett Publishing Co, 1975.	Follett Publishing Co Division of Follett Corporation 1010 West Washington Blvd Chicago, IL 60607
31 Sherwood, Ruth. *Homes: Today and Tomorrow.* Peoria, IL: Chas. A. Bennett Co, Inc, 1972.	(see 17)
32 Sherwood Ruth. *Homes: Today and Tomorrow.* Peoria, IL: Chas. A. Bennett Co, Inc, 1976.	(see 17)
33 St. Marie, Satenig. *Homes Are for People.* New York: John A. Wiley and Sons, Inc, 1973.	(see 22)
34 *Streets.* Convent Station, NJ: Harwell Associates, n.d. (curriculum package)	Harwell Associates PO Box 95 Convent Station, NJ 07961
35 *Sunset Western Gardening.* Menlo Park, CA: Lane Publishing Co, 1976.	Sunset Lane Publishing Co 85 Willow Road Menlo Park, CA 94025
36 Thal and Holcomb. *Your Family and Its Money.* Boston, MA: Houghton Mifflin Co, 1973.	Houghton Mifflin Co Educational Division Two Park Boston, MA 02107
37 Warmke, Wyllie, and Sellers. *Consumer Decision-Making: Guide to Better Living.* Cincinnati, OH: South-Western Publishing Co, 1972.	South-Western Publishing Co 5101 Madison Road Cincinnati, OH 45227
38 Wilson, Patricia. *Household Equipment Selection and Management.* Boston: Houghton Mifflin Co, 1976.	(see 36)

Pamphlets	*Address*
39 *A Design Guide for Home Safety.* Washington, DC: U.S. Department of Housing and Urban Development, n.d.	U.S. Department of Housing and Urban Development 451 Seventh Street Southwest Washington, DC 20410
40 *A Guide to Portable Appliances.* Chicago: Sunbeam Appliance Corp, n.d.	Sunbeam Corporations 5400 West Roosevelt Road Chicago, IL 60650
41 *Around the House Guide to Energy Savings.* Portland, OR: Pacific Power & Light Company, n.d.	Pacific Power & Light Company 920 Southwest 6th Avenue Portland, OR 97204
42 Brown, Dorothy. *Window Treatments.* Corvallis, OR: Oregon State University Cooperative Extension Service, 1971.	OSU Cooperative Extension Service Oregon State University Corvallis, OR 97331
43 *Buying/Financing a Mobile Home.* Washington, DC: U.S. Department of Housing and Urban Development, 1973.	(see 39)

	Pamphlets	*Address*
44	*Choosing and Using Home Equipment.* Ames, IA: Iowa State University Press, n.d.	Iowa State University Press Iowa State University Ames, IA 50010
45	*Color, Texture, Design in Space.* Cincinnati, OH: Sperry Hutchinson Co, 1968.	Sperry Hutchinson Co Consumer Relations Department 3003 East Kemper Road Cincinnati, OH 45241
46	*Consumers Information Guide to Metal Cookware and Ovenware.* Fontana, WI: Metal Cookware Manufacturers Assoc, 1975.	Metal Cookware Manufacturers Assoc PO Box D Fontana, WI 53125
47	*Cooperatives and Condominiums: New Choice in Housing.* Washington, DC: American Home Economics Association, n.d.	American Home Economics Association 2010 Massachusetts Avenue Northwest Washington, DC 20036
48	*Family Housing Handbook.* Ames, IA: Iowa State University Press, 1971.	(see 44)
49	*Formby's New Guide to Furniture Care.* Olive Branch, MS: Formbys Refinishing Products, 1977.	Formbys Refinishing Products 402 Mills, Box 788 Olive Branch, MS 38654
50	*Handbook of Furniture.* Chicago: The Seng Company, n.d.	The Seng Company 1450 North Dayton Street Chicago, IL 60622
51	*Home Buyers Guide.* Washington, DC: National Association of Home Builders, 1973.	National Association of Home Builders of the United States 15th and "M" Streets, NW Washington, DC 20005
52	*Home Fashion Course.* Danbury, CT: Ethan Allen, Inc, n.d.	Ethan Allen, Inc Ethan Allen Drive Danbury, CT 06810
53	*House Construction–How To Reduce Costs.* No. 168. Washington, DC: U.S. Department of Agriculture, 1970.	U.S. Department of Agriculture Fourteenth Street and Independence Avenue SW Washington, DC 20250
54	*Houses To Buy.* Washington, DC: American Home Economics Association, n.d.	(see 47)
55	*How To Decorate With Light.* Stamford, CT: GTE Sylvania, Inc, n.d.	GTE Sylvania, Inc One Stamford Forum Stamford, CT 06904
56	*How To Make Your Windows Beautiful.* Sturgis, MI: Kirsch Company, n.d.	Kirsch Company 309 North Prospect Street Sturgis, MI 49091
57	*How To Select Furniture.* Chicago, IL: Sears Roebuck and Co, n.d.	Sears Roebuck and Co Department 703, Public Relations Sears Tower Chicago, IL 60684

Pamphlets	*Address*
58 *HUD's Home Ownership Subsidy Program.* Washington, DC: U.S. Department of Housing and Urban Development, n.d.	(see 39)
59 *Human Environments: Do They Influence People?* New York: J.C. Penney Co, Inc, *Forum* (F/W, 1974).	J. C. Penney Co, Inc Educational Relations 1301 Avenue of the Americas New York, NY 10019
60 *Insights into Consumerism.* New York: J.C. Penney Co, Inc, *Forum* (F/W, 1975).	(see 59)
61 *Insurance Learning Packets.* Los Angeles, CA: Farmer's Group, Inc, n.d.	Farmer's Group, Inc 4680 Wilshire Blvd Los Angeles, CA 90005
62 *Landlord and Tenant Rights and Responsibilities.* Corvallis, OR: Oregon State University Cooperative Extension Service, 1975.	(see 42)
63 *Landlord vs. Tenants.* Washington, DC: Changing Times Educational Service, n.d.	Changing Times Educational Service 1729 H Street Northwest Washington, DC 20006
64 *Lets Talk About Furniture Styling.* Naperville, IL: Kroehler Manufacturing Co, n.d.	Kroehler Manufacturing Co 222 East Fifth Avenue Naperville, IL 60540
65 *Light and Interior Finishes.* Cleveland, OH: General Electric Lighting Institute, n.d. (Out of print, but others available as replacements.)	General Electric Lighting Institute Nela Park Cleveland, OH 44112
66 *Mobile Home Resource Package.* Chantilly, VA: Mobile Home Manufactured Housing Institute, n.d.	Mobile Home Manufactured Housing Institute PO Box 201 Chantilly, VA 22021
67 *OSPIRG Renters Handbook.* Portland, OR: Oregon Student Public Interest Research Group, n.d.	Oregon Student Public Interest Research Group (OSPIRG) 918 Southwest Yamhill Portland, OR 97214
68 *Portable Appliances: Their Selection, Use, and Care.* Chicago, IL: Sears Roebuck and Co, n.d.	(see 57)
69 *Recipe for Furniture Buying.* Washington, DC: National Association of Furniture Manufacturers, n.d.	National Assoc of Furniture Manufacturers 8401 Connecticut Avenue Suite 911 Washington, DC 20015
70 *Residential Lighting.* Cleveland, OH: General Electric Lighting Institute, n.d.	(see 65)
71 *See Your Home in a New Light.* Portland, OR: Portland General Electric Co, n.d.	Portland General Electric Co 121 Southwest Salmon Portland, OR 97214
72 *Selecting and Financing a Home.* No. 182, Washington, DC: U.S. Department of Agriculture, n.d.	(see 53)
73 *Self Actualization Through Management of Resources.* New York: J.C. Penney Co, Inc, *Forum* (F/W, 1969).	(see 59)

Pamphlets	*Address*
74 *SRA Occupational Briefs.* Chicago, IL: Science Research Associates, Inc, n.d.	Science Research Associates, Inc 259 East Erie Street Chicago, IL 60600
75 *Storage Slick Tricks.* Corvallis, OR: Oregon State University Cooperative Extension Service, n.d.	(see 42)
76 *The Finishing Touch Brochure.* Scranton, PA: United Gilsonite Laboratories, n.d.	United Gilsonite Laboratories 1396 Jefferson Avenue Scranton, PA 18501
77 *The How To of Well Dressed Windows.* Sturgis, MI: Kirsch Co, n.d.	(see 56)
78 *To Live With The Earth.* Portland, OR: Oregon Environmental Foundation, 1974.	Oregon Environmental Foundation 2637 SW Water Avenue Portland, OR 97201
79 *Window Magic.* Hoboken, NJ: Levolor Lorentzen, Inc, n.d.	Levolor Lorentzen, Inc 720 Monroe Street Hoboken, NJ 07030
80 *You Can Sell Your Home Faster.* Chicago, IL: Realtors National Marketing Institute, 1975.	Realtors National Marketing Institute 155 East Superior Street Chicago, IL 60611
81 *Your Equipment Dollar.* Chicago, IL: Household Finance Corporation, n.d.	Money Mangement Institute Household Finance Corporation Prudential Plaza Chicago, IL 60601
82 *Your Guide for Teaching Money Management.* Chicago, IL: Household Finance Corporation, n.d.	(see 81)
83 *Your Home Furnishing Dollar.* Chicago, IL: Household Finance Corporation, 1971.	(see 81)
84 *Your Housing Dollar.* Chicago, IL: Household Finance Corporation, 1971.	(see 81)
85 *Your Housing Rights.* Washington, DC: U.S. Department of Housing and Urban Development, n.d.	(see 39)

Kits & Games	*Address*
86 *A Practical Approach to Interior Decorating.* Boston: Bennett Publishing Co, n.d. (5 filmstrips and cassettes)	Bennett Publishing Co 102 Charles Street Boston, MA 02114
87 *Consumer Survival Kit.* Owings Mills, MD: Maryland Center for Public Broadcasting, 1975.	Maryland Center for Public Broadcasting Bonita Avenue Owings Mills, MD 21117
88 *Crossroads: Home Economics and The Working World.* Unit 4: Housing and Interior Design. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1975.	(see 28)

	Kits & Games	*Address*
89	*Decorating Guide.* Pittsburgh, PA: Pittsburgh Paint and Glass Industries, n.d.	Pittsburgh Paint and Glass Industries Public Relations Department One Gateway Center Pittsburgh, PA 15222
90	*Ethnic Heritage, A Living Mosaic.* New York: J.C. Penney Co, Inc, 1973. (filmstrip/tape kit)	(see 59)
91	*Furniture Templates Floor Plan Chart.* Chicago, IL: Sears Roebuck and Co, n.d.	(see 57)
92	*Homes Are For People.* New York: J.C. Penney Co, Inc, n.d. (includes 3 filmstrips on physical, social and psychological needs of homes)	(see 59)
93	*Home Decorator Series Set.* New York: McGraw-Hill Book Co, n.d.	(see 4)
94	*How To Decorate Your Home.* Chicago, IL: Sears Roebuck and Company, n.d. (includes room planning kit, floor covering, drapery and upholstery samples)	(see 57)
95	*Housing and Consumer Contracts.* Seattle, WA: Consumer Education Kits, n.d.	Consumer Education Kits Box 24287 Seattle, WA 98124
96	*Housing and Home Furnishings.* New York: Butterick Publishing Co, 1975.	Butterick Publishing Co 161 6th Avenue New York, NY 10013
97	*How To Save 30 Minutes A Day.* Wooster, OH: Rubbermaid Commercial Products, Inc, 1975.	Rubbermaid, Inc 1147 Akron Road Wooster, OH 44691
98	*New Room in Your Kitchen.* Wooster, OH: Rubbermaid Commercial Products, Inc, 1975.	(see 97)
99	*People and the City: Housing Conflicts.* Glenview, IL: Scott, Foresman and Co, 1972.	Scott, Foresman and Co 1900 East Lake Avenue Glenview, IL 60025
100	*The Home: An Environment for Human Growth.* New York: J.C. Penney Co, Inc, 1971.	(see 59)
101	*The Furniture Fitter.* North Wilkesboro, NC: American Drew, Inc, 1976. (ready to cut out collections of furniture designs)	American Drew, Inc PO Box 489 North Wilkesboro, NC 28659
102	*Toward a Quality of Living.* New York: J.C. Penney Co, Inc, 1976.	(see 59)
103	*Surfaces.* Indianapolis, IN: Dow Chemical, n.d.	Dow Chemical Co Health and Consumer Products Department 9550 Zionville Road Indianapolis, IN 45268
104	*Your Space and Mine.* New York: J.C. Penney Co, Inc, 1975. (3 filmstrips and kit)	(see 59)

Magazines	*Address*
105 *Architect*	Royal Australian Institute of Architects Western Australian Chapter 22 Altona Street, Box 113 West Perth 6005, Australia
106 *Better Homes and Gardens*	(see 5)
107 *The Builder*	The Builder 2400 East Cook Street Springfield, IL 62703
108 *Changing Times*	Changing Times Educational Service 1729 H Street NW Washington, DC 20006
109 *Consumer Report*	Consumer Report Consumer's Union of the U.S., Inc 256 Washington Street Mount Vernon, NY 10550
110 *Good Housekeeping*	Good Housekeeping 959 Eighth Avenue New York, NY 10019
111 *Home Furnishings Daily*	Fairchild Publications, Inc 7 East 12th Street New York, NY 10003
112 *House Beautiful*	Hearst Magazines 250 West 55th Street New York, NY 10019
113 *Interior Decorator's Handbook*	Columbia Communications, Inc 370 Lexington Avenue New York, NY 10017
114 *Interior Design*	Whitney Communications Corporation Magazine Division 150 East 58th Street New York, NY 10022
115 *National Geographic*	National Geograhic Society 17th and "M" Streets NW Washington, DC 20036

Books & Articles for Teachers	*Address*
116 "Accent on Indoor Greenery," *FORECAST for Home Economics*, May/June, 1977, pp. 59-61.	(see 27)
117 Agan, Tessie, et al. "Adjusting the Environment for the Elderly and the Handicapped," *Journal of Home Economics*, May 1977, pp. 18-20.	(see 47)

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	Books & Articles for Teachers	*Address*
118	Alexander, Harold, "Tomorrow's Furniture Today," *Illinois Teacher of Home Economics*, September/October 1976, pp. 36-40.	Illinois Teacher of Home Economics 351 Education Building University of Illinois Urbana, IL 61801
119	Baker, Paul T. "Micro-Environments," *Forum*, Fall/Winter, 1974, pp. 6-7.	(see 59)
120	Baldwin, DeWitt C. Jr. "The Generation Gap: A Question of Changing Values," *Forum*, Fall/Winter, 1971, pp. 10-11.	(see 59)
121	Baughman, Milo. "The Family and Environmental Influences," *Forum*, Fall/Winter, 1974, pp. 12-13.	(see 59)
122	Bender, Tom. *Environmental Design Primer*. New York: Schocken Books, Inc, 1973.	(see 21)
123	Blake, Peter. *God's Own Junkyard*. New York: Holt, Rinehart, and Winston, Inc, 1964.	Holt, Rinehart, and Winston, Inc 383 Madison Avenue New York, NY 10017
124	Boericke and Shapiro. *Handmade Houses: A Guide to the Woodbutcher's Art*. Oakland, CA: The Scrimshaw Press, 1973.	Scrimshaw Press 6040 Claremont Avenue Oakland, CA 94618
125	Braden, James. "Does Housing Affect Family Relationships?" *Illinois Teacher of Home Ecomomics*, March/April, 1974, pp. 190-193.	(see 118)
126	Bree, Sherry. *To Live With The Earth*. Portland, OR: Oregon Environmental Foundation, 1974.	(see 78)
127	Breines, Simon and William Dean. *The Pedestrian Revolution: Streets Without Cars*. New York: Random House, Inc, 1975.	Random House, Inc 201 East 50th Street New York, NY 10022
128	"Can You Choose A Lifestyle?" *Forum*, Fall/Winter, 1971, pp. 18-19.	(see 59)
129	"Carpet Search," *FORECAST for Home Economics*, December 1976, p. 30.	(see 27)
130	"Consumer Assistance," *Tips and Topics*, March 1973, p. 2.	Tips and Topics College of Home Economics Texas Tech University PO Box 4170 Lubbock, TX 79409
131	"Effects of Housing," *Tips and Topics*, March 1973, p. 2.	(see 130)
132	Freid, Marc. "Grieving for a Lost Home," in *The Urban Condition*, Leonard J. Duhl, ed., New York: Basic Books, Inc, 1963.	Basic Books, Inc 10 East 53rd Street New York, NY 10022
133	"Furniture Fashions for the '70's: Modular and Knockdown," *FORECAST for Home Economics*, February 1976, pp. 44 and 73.	(see 27)

	Books & Articles for Teachers	*Address*
134	Gaynor, Elizabeth. "Put Your Wasted Space to Work," *Family Circle*, April 5, 1977, pp. 112-115 and 148.	Family Circle, Inc 488 Madison Avenue New York, NY 10022
135	"Get a Job," *FORECAST for Home Economics*, December 1976, p. 25.	(see 27)
136	Graff, Charlan. "Making a House a Home," *Journal of Home Economics*, May 1977, pp. 11-12.	(see 47)
137	Gray, Virginia and Alan Macrae. *Mud, Space and Spirit: Handmade Adobes.* Santa Barbara, CA: Capra Press, 1976.	Capra Press 631 State Street Santa Barbara, CA 93101
138	Grier, George. "Homeseeker's Guides: New Consumer Information Document," in *Self, Space, and Shelter: An Introduction to Housing* by Newmark and Thompson. San Francisco, CA: Canfield Press, 1977.	Canfield Press Division of Harper and Row 1700 Montgomery Street San Francisco, CA 94111
139	Hall, Edward. *The Hidden Dimension.* Garden City, NY: Doubleday and Co, Inc, 1969.	Doubleday & Co, Inc 501 Franklin Avenue Garden City, NY 11530
140	Haney, Robert and David Ballantine. *Woodstock Handmade Houses.* New York: Random House, Inc, 1975.	(see 127)
141	Harrison, Henry. *Houses.* Chicago: National Association of Realtors, n.d.	National Association of Realtors 430 North Michigan Avenue Chicago, IL 60611
142	"How to Decorate Small Rooms," *Woman's Day*, February 1977, pp. 22 and 24.	Fawcett Publications, Inc Fawcett Place Greenwich, CT 10036
143	Huppert, Catharine. "Housing Simulation for Use in the Classroom," *Illinois Teacher of Home Economics*, March/April, 1974, pp. not available.	(see 118)
144	"Interior Design: Combining Art and Ingenuity," *FORECAST for Home Economics*, April 1977, p. 38.	(see 27)
145	Jackson, Ian. "Public Policy Issues," in *Self, Space, and Shelter: An Introduction to Housing* by Newmark & Thompson, San Francisco, CA: Canfield Press, 1977.	(see 138)
146	Kee, James Edwin. "We Must Reform the Property Tax" in *Self, Space, and Shelter: An Introduction to Housing*, by Newmark and Thompson. San Francisco, CA: Canfield Press, 1977.	(see 138)
147	Lemkau, Paul. "Mental Health and Housing," *Forum*, Fall/Winter, 1974, pp. 8-9.	(see 59)
148	Mandelker, Daniel R. and Roger Montgomery, eds. *Housing in America: Problems and Perspectives.* Indianapolis, IN: The Bobbs-Merrill Company, Inc, 1973.	The Bobbs-Merrill Co, Inc A Thomas Audel Company 4300 West 62nd Street Indanapolis, IN 46206
149	Marrow, A. J. *The Failure of Sucess.* New York: American Management Association, Inc, 1972.	American Management Association, Inc 135 West 50th Street New York, NY 10020

Books & Articles for Teachers	*Address*
150 Montgomery, James. "The Importance of the House," *Forum*, Fall/winter, 1974, pp. 10-11.	(see 59)
151 Morgan, Neil. "Running Out of Space," *Harpers*, September 1973, pp. 59-67.	Harpers Magazine Co 2 Park Avenue New York, NY 10016
152 Moroney Georgina. "Furnishing with Victoriana," *Journal of Home Economics*, May 1977, pp. 21-24.	(see 47)
153 "Mount Vernon–The Heritage," *House and Garden*, July 1976, pp. 40-47.	House and Garden Conde Nast Publications, Inc 350 Madison Avenue New York, NY 10017
154 Newman Oscar. *Defensible Space: Crime Prevention Through Urban Design*. New York: Macmillan Publishing Co, 1973.	(see 2)
155 Newmark, Norma L. and Patricia Thompson. *Self, Space, and Shelter: An Introduction to Housing*. San Francisco, CA: Canfield Press, 1977.	(see 138)
156 Olsen, Marvin. "Conserving Energy by Changing Societal Goals," *Illinois Teacher of Home Economics*, September/October 1976, pp. 19-24.	(see 118)
157 Paolucci, Beatrice. "The Family and Its Near Environment," *Forum*, Fall/Winter, 1974, pp. 4-5.	(see 59)
158 Safdie, Moshe. "Making an Environmental Code for Habitat," *Illinois Teacher of Home Economics*. September/October 1976, pp. 10-18.	(see 118)
159 Samson, Hans and Lara Rous. *In The Beginning*. Secaucus, NJ: Derbibooks, Inc, 1974.	Derbibooks, Inc Dist. by Book Sales, Inc 110 Enterprise Avenue Secaucus, NJ 07094
160 "Sharing Living Spaces," *FORECAST for Home Economics*, April 1977, pp. 37 and 57.	(see 27)
161 "Shopping for Upholstery Fabrics," *Good Housekeeping*, October 1976, p. 166.	(see 110)
162 Sloan, Carole. "Furniture: A Buyer's Guide to a Solid Investment," *FORECAST for Home Economics*, April 1977, pp. 34-35.	(see 27)
163 Sloane, Eric. *Our Vanishing Landscape*. New York: Funk and Wagnalls Co, 1955.	Funk and Wagnalls Co 10 East 53rd Street New York, NY 10022
164 Sloane, Eric. *The Spirit of 76*. New York: Ballantine Books, 1973.	Ballantine Books, Inc Division of Random House, Inc 201 East 50th Street New York, NY 10022
165 Sommer, Robert. "The Effect of Near Environment on People," *Forum*, Fall/Winter, 1974, pp. 14-15.	(see 59)

	Books & Articles for Teachers	*Address*
166	Spies, Barbara. "Solar Energy: Fuel of the Future?" *FORECAST for Home Economics*, February 1976, pp. 41-42.	(see 27)
167	Spies, Barbara. "Teaching to Win: Make CO-ED's Room Revival Contest a Successful Teaching Tool," *FORECAST for Home Economics*, September 1976, pp. 130-31 and 188-89.	(see 27)
168	Spitze, Hazel Taylor. "Safety in the Home," *Illinois Teacher of Home Economics*, March/April 1974, pp. 214-215.	(see 118)
169	Summerville, Sue. "Ethnic Idosyncracies Can Affect Student Needs and Views Regarding Housing," *Illinois Teacher of Home Economics*, March/April 1974, pp. 186-189.	(see 118)
170	Teer, Fred L. "Better Housing for Minorities Can Be A Reality," *Illinois Teacher of Home Economics*, March/April 1974, pp. 197-200.	(see 118)
171	Thames, Gena. "Buying Furniture on a Shoestring," *Consumers' Research*, January 1977, pp. 16-19.	Consumers' Research Consumers' Research, Inc Washington, NJ 07882
172	"The Active Owner Can Run This House from Her Wheelchair," *Sunset*, November 1972, p. 181.	(see 35)
173	"The Importance of Human Environments," *Forum*, Fall/Winter, 1974, p. 3.	(see 59)
174	"The Ins and Outs of Upholstered Furniture," *Good Housekeeping*, October 1976, pp. 132-138.	(see 110)
175	"The Log Cabin Renaissance," *Sunset*, October 1976, pp. 74-83.	(see 35)
176	"The Perils of Pollution," *FORECAST for Home Economics*, February 1976, pp. 43 and 69.	(see 27)
177	Thesis, M. and C. Thesis. "Housing Can Meet People's Needs," *Illinois Teacher of Home Economics*, September/October 1975, pp. 23-25.	(see 118)
178	*The White House*. Washington, DC: National Geographic Society, 1975.	(see 115)
179	Toffler, Alvin, *Future Shock*. New York: Random House, Inc, 1970.	(see 127)
180	"Upholstered Furniture: The Inside Story," *Good Housekeeping*, October 1976, pp. 200 and 202.	(see 110)
181	U.S. Department of Commerce, Bureau of the Census. *Statistical Abstract of the U.S.* Washington, DC: U.S. Government Printing Office.	Superintendent of Documents U.S. Government Printing Office North Capital and H Streets NW Washington, DC 20401
182	U.S. Department of Labor. *Dictionary of Occupational Titles*. Washington, DC: U.S. Government Printing Office.	(see 181)
183	U.S. Department of Labor. *Occupational Outlook Handbook*. Washington, DC: U.S. Government Printing Office.	(see 181)

Books & Articles for Teachers	*Address*
184 U.S. Department of Labor. *Occupational Quarterly.* Washington, DC: U.S. Government Printing Office. (Supplements and updates the *Occupational Outlook Handbook.*)	(see 181)
185 Van Gelderen, Sherie H. "The Function of Furniture," *What's New in Home Economics,* March 1977, p. LP2.	North American Publishing Company 401 North Broad Street Philadelphia, PA 19108
186 Van Gelderen, Sherie H. "Tips on Buying Furniture," *What's New in Home Economics,* May 10, 1977, p. LP1.	(see 185)
187 Waugh, Alice. *Interior Design.* Minneapolis, MN: Burgess Publishing Co, 1967.	Burgess Publishing Co 7108 Ohms Lane Minneapolis, MN 55435
188 Wedin, Carol. "The House and Its Social-Psychological Aspects," *Illinois Teacher of Home Economics,* September/October 1976, pp. 32-35.	(see 118)
189 "What to Look for in a Neighborhood Before Buying a Home," *Good Housekeeping,* June 1972, p. 172.	(see 110)
190 Whiffen, Marcus, *American Architecture Since 1780: A Guide to Styles.* Cambridge, MA: M.I.T. Press, 1969.	M.I.T. Press 28 Carleton Street Cambridge, MA 02142
191 Williams, Henry, et al. *Treasury of Great American Homes.* New York: G.P. Putnam's Sons, 1970.	G. P. Putnam's Sons 200 Madison Avenue New York, NY 10016
192 Wilson, Forest. *Architecture and Interior Environment.* Cincinnati, OH: Van Nostrand Reinhold Co, 1972.	Van Nostrand Reinhold Co Div. of Litton Educational Publishing, Inc 300 Pike Street Cincinnati, OH 45202
193 Winter, Mary and Earl Morris. "The Housing We Would Like," *Journal of Home Economics,* May 1977, pp. 7-10.	(see 47)
194 Woolcott, Donna. "Learning Activities for Energy Use and Conservation," *Illinois Teacher of Home Economics,* September/October 1976, pp. 25-26.	(see 118)
195 Young, Joanne. *Washington's Mt. Vernon.* New York: Holt, Rinehart, and Winston, Inc, 1973.	(see 123)

Nonprint

Films	*Address*
196 *A Film History of American Furniture.* Karl Media, n.d.	Karl Media East 36 A Midland Avenue Paramus, NJ 07652
197 *A Line Is a Line Is a Line.* International Film Bureau, b/w, 5 min, 1973.	International Film Bureau 322 South Michigan Avenue Chicago, IL 60604

	Films	*Address*
198	*America.* Coronet Instructional Media, c, 11 min, 1970.	Coronet Instructional Media 65 East South Water Street Chicago, IL 60601
199	*Architecture: Why Man Builds.* McGraw-Hill Film, c, 18 min, 1972.	McGraw-Hill Film 1221 Avenue of the Americas New York, NY 10020
200	*Boomsville–Man's Environment.* Learning Corporation of America, c, 11 min, 1970.	Learning Corporation of America 1350 Avenue of the Americas New York, NY 10019
201	*Building A House and Where Does It Come From.* American Society of Interior Designers, c, 12 min, n.d.	American Society of Interior Designers 730 Fifth Avenue New York, NY 10019
202	*Building a Skyscraper–And the Careers Involved.* AIMS Instructional Media, Inc, c, 11 min, 1973.	AIMS Instructional Media, Inc 626 Justin Avenue Glendale, CA 91201
203	*Cities and Beauty: Cities Can Be Beautiful.* McGraw-Hill Films, c, 8 min, 1968.	(see 199)
204	*Cities and Suburbs: Center or Spread City.* Sterling Educational Films, Inc, c, 56 min, 1973.	Sterling Educational Films, Inc 241 East 34th Street New York, NY 10016 and Oregon Division of Continuing Education 1633 SW Park Avenue PO Box 1491 Portland, OR 97207
205	*Citizen's Role in Land Use Policy.* Oregon State University Cooperative Extension Service, b/w, 10 min, n.d.	(see 42)
206	*City Limits.* ACI Films, Inc, c, 28 min, 1972.	ACI Films, Inc 35 West 45th Street New York, NY 10036
207	*Color, Color Everywhere–Red, Yellow, Blue.* Coronet Instructional Media, c, 11 min, 1972.	(see 198)
208	*Color the City Green.* Oregon State University Cooperative Extension Service, c, 27 min, n.d.	(see 42)
209	*Democracy: The Role of Dissent.* Coronet Instructional Media, c, 14 min, 1971.	(see 198)
210	*Dehumanizing City.* Learning Corporation of America, c, 15 min, 1972.	(see 200)
211	*Discovering Color.* Film Association of California, c, 15 min, 1960.	Film Associates of California BFA Educational Media 2211 Michigan Avenue Santa Monica, CA 90404
212	*Discovering Form in Art.* Bailey Film Associates Educational Media, c, 21 min, 1967.	(see 211)

	Films	*Address*
213	*Discovering Line.* Bailey Film Associates Educational Media, c, 17 min, 1963.	(see 211)
214	*Discovering Texture.* Bailey Film Associates Educational Media, c, 17 min, 1961.	(see 211)
215	*Energy: Less is More.* Churchill Films, c, 18 min, 1973.	Churchill Films 662 North Robertson Blvd Los Angeles, CA 90069
216	*Environment: How Fine a Place?* Oregon Department of Continuing Education, c, 56 min, n.d.	(see 204)
217	*Family House.* National Film Board of Canada, c, 16 min, 1970.	National Film Board of Canada 1251 Avenue of the Americas New York, NY 10020
218	*Food, Clothing, and Shelter in Three Environments.* Bailey Film Associates Educational Media, c, 16 min, n.d.	(see 211)
219	*Home and Property Protection.* ACI Films, Inc, c, 35 min, 1974.	(see 204 and 206)
220	*Home Life of the Pioneers.* Oregon Department of Continuing Education, b/w, 15 min, 1959.	(see 204)
221	*Housing: A Place to Live.* Oregon Department of Continuing Education. c, 56 min, n.d.	(see 204)
222	*Housing a Growing America.* Sterling Educational Films, Inc, n.d.	(see 204)
223	*Housing and Your Values.* 3M Company, n.d.	3M Company 3M Center St. Paul, MN 55101
224	*Job Interview. . .The Way It Is.* Multnomah County Intermediate Education District, c, 23 min, 1974.	Multnomah County Intermediate Education District 220 SE 102nd Portland, OR 97216
225	*Keeping Your Job in Work.* Dibie-Dash Productions, Inc, c, 12 min, 1972.	Dibie-Dash Productions, Inc 4968 Hollywood Blvd Los Angeles, CA 90027
226	*Line.* McGraw-Hill Films, c, 11 min, 1960.	(see 199)
227	*Of People, Land, and Planning.* Oregon State University Cooperative Extension Service, c, 26 min, n.d.	(see 42)
228	*Planner-Geographer.* ACI Films, Inc, c, 13 min, 1974.	(see 206)
229	*Planning the Land.* ACI Films, Inc, c, 24 min, 1974.	(see 204 and 206)
230	*Pollution is a Matter of Choice,* Parts 1 and 2. NBC Educational Enterprises, Inc, c, 60 min, 1970.	NBC Educational Enterprises, Inc 30 Rockefeller Plaza New York, NY 10020
231	*Populations.* Centron Educational Films, c, 16 min, 1972.	Centron Educational Films 1621 West Ninth Street Lawrence, KS 66044

	Films	*Address*
232	*Run from Race.* National Educational Television Film Service, b/w, 29 min, 1964.	National Educational Television Film Service Indiana University Audiovisual Center PO Box A Bloomington, IN 47401
233	*Safety . . . Home Safe Home.* AIMS Instructional Media, Inc, c, 14 min, 1972.	(see 202)
234	*Safety in the Home.* Encyclopaedia Brittanica Educational Corporation, c, 12 min, 1965.	Encyclopaedia Brittanica Educational Corporation 425 North Michigan Avenue Chicago, IL 60611
235	*Sharing the Land.* ACI Films, Inc. c, 24 min, 1975.	(see 206)
236	*Solar Energy to Capture the Power of the Sun and Tide.* ACI Films, Inc, c, 21 min, 1975.	(see 206)
237	*Super Conductors–Tomorrow's Energy Breakthrough is Here.* ACI Films, Inc, c, 20 min, 1975.	(see 206)
238	*Texture.* ACI Films, Inc, c, 10 min, n.d.	(see 206)
239	*The Choice Is Yours* ACI Films, Inc, c, 13 min, 1972.	(see 206)
240	*Tools in Land Use Planning.* Oregon State University Cooperative Extension Service, b/w, 25 min, n.d.	(see 42 and 204)
241	*Transportation: Master or Servant?* Sterling Educational Films, c, 56 min, 1973.	(see 204)
242	*Two Towns: Gubbio in Italy–Chillicothe in Ohio.* Learning Corporation of America, c, 22 min, 1973.	(see 200)
243	*Two Cities: London, New York.* Learning Corporation of America, c, 23 min, 1973.	(see 200)
244	*Urban Alternatives.* Arthur Barr Productions, c, 19 min, 1972.	Arthur Barr Productions Box 5667 Pasadena, CA 91104
245	*Wall to Wall Decorating.* Modern Talking Picture Service, Inc, n.d.	Modern Talking Picture Service, Inc 1212 Avenue of the Americas New York, NY 10036
246	*We Live in the City.* ACI Films, Inc, c, 30 min, 1970.	(see 206)
247	*What Is a Community?* Encyclopaedia Brittanica Educational Corporation, c, 14 min, 1970.	(see 234)
248	*What You Should Know Before You Buy a Home.* Modern Talking Picture Service, Inc, c, 28 min, n.d.	(see 245)
249	*Wise Use of Credit and Personal Finance Planning.* Association for Educational Communications and Technology, c, 22 min, n.d.	Association for Educational Communications and Technology 1201 16th Street NW Washington, DC 20036

	Films	*Address*
250	*World Population.* Coronet Instructional Media, c, 3 min, 1973.	(see 198)
251	*Your Role in Improving Our Housing.* Sterling Educational Films, n.d.	(see 204)

	Filmstrips	*Address*
252	*ABC's of Getting and Keeping a Job.* Eye Gate House Inc, n.d.	Eye Gate House, Inc 146-01 Archer Avenue Jamaica, NY 11435
253	*Accessories.* Ethan Allen Company, Inc, n.d.	(see 52)
254	*A Good House for All Who Care.* Photo Lab, Inc, n.d.	Photo Lab, Inc 3825 Georgia Avenue NW Washington, DC 20011
255	*Be Credit Wise.* Household Finance Corporation, n.d.	(see 81)
256	*Buying.* Changing Times Educational Service, n.d.	(see 108)
257	*Color America.* Pittsburgh Paint and Glass Industries, n.d.	(see 89)
258	*Come Catch a Rainbow.* Pittsburgh Paint and Glass Industries, n.d.	(see 89)
259	*Environmessages.* J.C. Penney Co, Inc, 1975 (in *Your Space and Mine*).	(see 59)
260	*Home Decoration Series Set 1.* McGraw-Hill Films, n.d.	(see 199)
261	*Home Decoration Series: Selecting Furniture, Parts 1 and 2.* McGraw-Hill Films, n.d.	(see 199)
262	*How A Career Develops.* McGraw-Hill Films, n.d.	(see 199)
263	*Interior Decorating: A Practical Approach Part I: Floor Plans and Traffic Patterns.* Chas. A. Bennett Co, Inc, n.d.	(see 17)
264	*Interior Decorating: A Practical Approach, Part II: Color And What It Means To You.* Chas. A. Bennett Co, Inc, n.d.	(see 17)
265	*Interior Decorating: A Practical Approach Part III: Accessories Are the Key.* Chas. A. Bennett Co, Inc, n.d.	(see 17)
266	*Interior Decorating: A Practical Approach Part IV: Your Budget and You.* Chas. A. Bennett Co, Inc, n.d.	(see 17)
267	*Interior Decorating: A Practical Approach Part V: The Eclectic Approach.* Chas. A. Bennett Co, Inc, n.d.	(see 17)
268	*Lifestyles: Options for Living.* Butterick Publishing Company, n.d.	(see 97)
269	*Lighting.* McGraw-Hill Films, n.d.	(see 199)

Filmstrips	*Address*
270 *Money Talks.* Household Finance Corporation, n.d.	(see 81)
271 *Preparing for the Job You Want.* Eye Gate House, Inc, n.d.	(see 252)
272 *Renting.* Changing Times Educational Service, n.d.	(see 108)
273 *Selling The Thomasville Look.* Thomasville Furniture Industries, Inc, n.d.	Thomasville Furniture Industries, Inc 401 East Main Street Thomasville, NC 27360
274 *Selecting a House Plan.* Photo Lab, Inc, n.d.	(see 254)
275 *Simple Household Repairs.* Franklin Clay Films, n.d.	Franklin Clay Films PO Box 2213 Costa Mesa, CA 92626
276 *Toward A Quality of Life.* J.C. Penney Co, Inc, 1976.	(see 59)
277 *You, The Shopper.* Household Finance Corporation, n.d.	(see 81)
278 *Your Space Age Kitchen.* Sears Roebuck and Company, 1976.	(see 57)

Tapes & Slides	*Address*
279 Ames, Ed. "Who Will Answer." Song on *Best of Ed Ames* (album), RCA Records, n.d.	RCA Records 30 Rockefeller Plaza New York, NY 10020
280 *Color Your Rainbow.* South Albany High School, n.d.	Home Economics Department South Albany High School 3705 South Columbus Albany, OR 97321
281 *Condominiums... Equity With Ease.* Realtors National Marketing Institute, n.d.	Realtors National Marketing Institute 155 East Superior Street Chicago, IL 60611
282 Denver, John. *Whose Garden Was This* (album), RCA Records, 1970.	(see 279)
283 *Living Environment Slide/Tape.* Helen Cornelius, 1977.	Helen Cornelius 822 East Street Springfield, OR 97477
284 *Man and His Environment.* Coca Cola Bottling Corporation, n.d.	Coca Cola Bottling Corporation Consumer Information 1507 Dana Avenue Cincinnati, OH 45207
285 *Recreational Facilities in Residential Development.* National Association of Home Builders of the United States, n.d. (slides)	(see 51)
286 Seeger, Pete. *Where Have All The Flowers Gone* (album), Folkways Records and Service Corporation, n.d.	Folkways Records and Service Corporation 43 West 61 Street New York, NY 10023

Tapes & Slides	*Address*
287 Seeger, Pete. "Little Boxes" Song on *We Shall Overcome* (album), Columbia Records, 196[illegible]	Columbia Records CBS, Inc 51 West 52nd Street New York, NY 10019
288 *The Town House: Its Background and New Popularity on the American Scene.* National Association of Home Builders of the United States, n.d. (slides)	(see 51)
289 *The Urban Crisis.* Educational Manpower, Inc, 1976 (6 taped lessons).	Educational Manpower, Inc PO Box 4272 Madison, WI 53711
290 *Woodjoint Samples.* Cummins Associates, Inc, n.d.	Cummins Associates, Inc 1219 South Industrial Boulevard Dallas, TX 75207
291 *Selecting and Buying a Mobile Home.* Photo Lab, Inc, n.d. (slides and cassette)	(see 254)